INTERNSHIP AT WHITBOURNE CENTRAL HIGH SCHOOL TO ASSIST IN READING PROGRAM DEVELOPMENT: GRADE SEVEN

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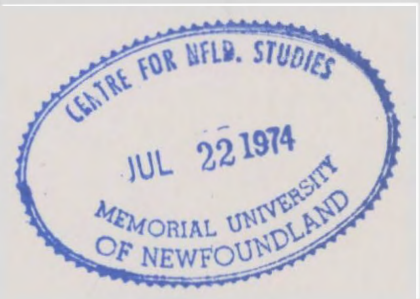
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INTERNSHIP AT WHITBOURNE CENTRAL HIGH SCHOOL TO ASSIST IN READING PROGRAM DEVELOPMENT: GRADE SEVEN

BY

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ABSTRACT

This report presents a description of an internship in reading at Whitbourne Central High School. During the internship, the intern acted as a reading consultant in the school and worked primarily with the grade seven class and their English teacher who was principally responsible for the developmental reading program. The general aims of the internship were to improve the grade seven students' reading performance and to begin planning a more adequate reading program.

Data were collected on the community, school, teaching staff, and grade seven students to help in the assessment of the problem. The data revealed that many of the students came from homes that do not place much value on reading. The teaching staff, although concerned about the reading problem, did not have any training or experience in the teaching of reading. The Stanford Diagnostic Reading Test, Form W, Level II was given to the grade seven class and the results indicated that most of the students were reading below their grade placement and that they were generally very weak in all the reading skills. An informal interest inventory given to the class showed that most of the students had very limited experiential backgrounds.

A definition of reading and a description of an ideal reading program were developed to provide a standard against which to measure the conclusions derived from the assessment of collected data and to provide a rationale for implementing change. Using the models for

reading and a reading program and the collected data, seven specific objectives were set for the internship under the headings: "Formation of Groups," "Provision of Appropriate Reading Materials," "Provision for Recreational Reading," "Implementation of a Skills Development Program," "Improving Functional Reading," "Language Arts Development," and "Planning for Future Program Development."

Implementation of the specific objectives required the division of the grade seven class into two groups for literature periods, and the introduction of an alternate literature book designed for students having difficulty with reading. Recreational reading was encouraged, and materials geared to the reading ability and interest of the students were placed in the classroom library. Provision was made to give the students remedial instruction in basic reading skills with a specific emphasis on comprehension and vocabulary skills. All the teachers were provided with some inservice training in the teaching of reading and were encouraged to incorporate reading instruction into their content teaching. The intern assisted the staff in the initial planning for future reading program development.

An assessment of the immediate impact of the internship indicated that the grade seven students had benefitted from the changes that had been introduced. The teachers stated that the internship had served to make them more aware of the problem, and to lay a basis for program development. They felt, however, that the real benefit to the school would occur in the next year.

ACKNOWLEDGEMENTS

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For much of the material in Appendix B the writer is deeply indebted to:

Cushenbery, Donald C. Reading Improvement in the Elementary School. West Nyack, N.Y.: Parker Publishing Company, Inc., 1969.

Hafner, Lawrence E., and Hayden B. Jolly. Patterns of Teaching Reading in the Elementary School. New York: The Macmillan Company, 1972.

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CHAPTER 1

THE NATURE OF THE INTERNSHIP

INTRODUCTION

The internship was initiated when the administration and staff at Whitbourne Central High School, a six room school located fifty-two miles from St. John's, recognized that there was a severe reading problem at their school. They were concerned because the staff members did not have training in teaching reading and did not know how to go about correcting the situation. The principal sent a request to the Department of Curriculum and Instruction at Memorial University for two graduate students in reading to assist his staff by doing their internship at the school.

The request was granted and two graduate students in reading were given the opportunity to spend the spring semester working as interns at Whitbourne Central High School under the supervision of two professors.

An initial meeting with the officials from the Avalon North Integrated School District and the school staff was held at Whitbourne Central High School. They accepted the proposal that the interns act as reading consultants in the school and offered their support and cooperation.

Everyone agreed that the interns should spend at least three days each week at the school, more when the situation warranted it.

The remaining days were to be spent planning and preparing materials at the university.

On the advice of the staff members and with the agreement of the others present, it was decided that the interns should focus primarily on the grades seven and eight classes. The staff members felt there were more reading problems in those two grades and they provided a good starting point for a reading program because they were the lowest grades in the school. This intern worked primarily with the grade seven class and their English teacher who was principally responsible for the developmental reading program.

PURPOSE OF THE INTERNSHIP

During the internship the student, acting as a reading consultant in the school, had two general objectives.

One objective was to improve the reading ability of the grade seven students by making various modifications and additions to the existing reading program.

The second objective was to assist the staff members in the initial planning for a more adequate school reading program for the future.

DESIGN OF THE REPORT

The two general objectives given above as the purpose of the internship required the collection and analysis of data from several sources. Chapter II provides an assessment of the reading ability of the grade seven class and the grade seven reading program under

these headings: "Community," "School," "Teaching Staff," and "The Grade Seven Class."

Chapter III is devoted to a definition of reading and a set of criteria for an ideal reading program. They provide the standard for evaluating the existing program, and the guidelines for implementing change. The model also provided the rationale for the specific objectives of the internship which are presented in Chapter IV.

Chapter V presents a description of the stategies used to meet the problems encountered under these headings: "Introduction of Reading Materials into the Classroom," "Reading Skills Development," "Functional Reading and Inservice Training," and "Program Planning."

An evaluation of the immediate impact of the internship on students, teachers, and the reading program is offered in Chapter VI. It is followed by a list of recommendations for the school and the school board in Chapter VII.

CHAPTER II

ANALYSIS OF THE PROBLEM

Evaluation of the reading performance of the grade seven class and the assessment of the strengths and weaknesses of the grade seven reading program required the gathering of as much related information as possible. Many factors may contribute to students' inability to read, and information which may help in understanding the problems could come from several sources.

COMMUNITY

An examination of the community could reveal factors in the student's experiential background which may contribute to, or detract from, success in reading. A study (Sheldon and Carrillo, 1952, pp. 262-270) showed that good readers tended to come from homes where there was some reading material and some value placed upon education as indicated by achieved parental goals. Other studies have indicated that children from lower socio-economic status homes tend to show more weaknesses than middle and upper class children in visual perception (Aliotti, 1970, pp. 3-6), auditory discrimination (Shonell, 1942, pp. 173-179), time concepts and number concepts (Deutch in Passow, 1963, pp. 163-179), vocabulary development (Figurel, 1964, pp. 164-165), and general language development (Thomas in Figurel, 1965, pp. 448-450). Inquiries were made to determine the general socio-economic levels of parents and students in terms of community

resources, youth organizations, libraries, bookstores, and theatres.

Whitbourne is a small community with a population of approximately fourteen hundred people. It appears that many of the workers are in the skilled and unskilled labor categories with a fair proportion working at jobs outside of the community itself.

The community has few resources which can be used to advantage by the school. It does not have a library, bookstore, or theatre. Except for the army cadets and some organized sports, there are few, if any, organizations or clubs to provide recreation for young people.

Whitbourne is fortunate because it is located fairly close to large centres such as Bay Roberts, Carbonear, and St. John's. Its proximity to the larger centres means that residents and the school can, if they choose, take advantage of the resources and services that the bigger towns have to offer.

SCHOOL

Whitbourne Central High School houses one hundred and eighty-seven students in grades seven to eleven in a fairly pleasant four-year-old building. It contains six classrooms, a gymnasium, a science laboratory, and a library.

The library, which is one of the smallest rooms in the building, contains approximately seven hundred hardcover books. Although efforts are being made to improve the library, there was a lack of materials suitable for retarded readers, and little, if anything, in the form of newspapers, magazines, and paperbacks. Prior to the internship, none of the classrooms contained bookshelves, and there were no classroom

libraries.

There was an inadequate supply of audio-visual equipment. Although there was some equipment available, such as a record player and a movie projector, it was not in sufficient quantity to encourage the staff to incorporate the use of the equipment as a regular part of their day-to-day teaching activities.

The students at Whitbourne Central High School come from many socio-economic levels. It was suggested by the teachers, and later partially reinforced by an interest inventory given to the grade seven class, that a fair proportion of the homes probably would not provide children with either the materials or atmosphere conducive to reading.

A number of students are bussed to the school from smaller settlements. School officials stated that many of these students received their primary and elementary education in one- and two-room schools from poorly qualified teachers. They tend to come from families that are on welfare or where the father is unemployed for long periods of time. These students are often poor academically and tend in many cases to be discipline problems.

The dropout rate at the school is high. Although no official figure was available, several teachers agreed that at least twenty students had dropped out of school in the last academic year. Assuming that the figure is approximately correct, that would mean that approximately ten per cent of the students left without completing the program.

The curriculum offered at Whitbourne Central High School fulfills

the requirements of the Provincial Department of Education, with music and home economics being offered to some grades as additional courses.

The grade seven reading program was focused mainly around the Thrust literature book, which is the first book in the Galaxy Series. The guidebook to accompany Thrust states that "Thrust is a reading and literature book intended primarily for seventh grade...the context includes short stories and other narratives, poetry, plays and factual prose." The authors suggest that "the selections range in difficulty from fifth-or sixth-grade level to easy adult material. They further state that the criterion used to decide whether a selection was suitable for junior high students was not "How many hard words does it contain?" but rather "Does it deal in honest and understandable terms with real human experience?" The lists of reading skills given in the guidebook suggest that the emphasis is on developing comprehension skills.

In addition to the literature periods, an effort was made to upgrade the reading levels of the grade seven students by providing them with instruction for two periods a week in either the SRA Reading Laboratory or the Readers Digest Skill Builders. The class was divided for these periods because the timetable was designed so that while the boys were attending physical education classes the girls worked with the reading laboratory and vice versa.

There was no time set aside in the timetable for recreational reading. The students were, however, encouraged to borrow books from the library to read at home.

TEACHING STAFF

There are ten staff members, including the principal and vice-principal, at Whitbourne Central High School. Most of the teachers have fourth, fifth, or sixth grade teaching licences, and are therefore, well-trained in their areas of specialty. The school has subject teaching from grades seven to eleven, and the staff is not large enough to permit allocating subjects strictly in accordance with the teachers' preservice training. That means that all the teachers are required to teach subjects in which they have little training. For example, a teacher whose major area of study was social studies might find himself teaching English, science, and religious studies. The result is that many classes are taught only what is in the text, often with the teacher reading page by page from the textbook.

The teachers did not have preservice education in the teaching of reading because reading courses were not required as part of a high school teacher's training when they attended university. Therefore, they felt unqualified to deal with the problem. They did, however, express an interest in the reading problem and offered to cooperate with the intern as much as possible.

THE GRADE SEVEN CLASS

There were forty-two students in the grade seven class. Scores from the Wechsler Intelligence Scale for Children and the Canadian Lorge-Thorndike Intelligence Test, which were administered by a guidance counsellor, indicated a range of abilities in the class

from the mental defective range of intellectual ability to high intellectual ability. The marks from teacher-made tests in the content areas, both for this year and for past years as shown by the cumulative records, showed a similar range with some students scoring highly in every subject.

The teachers claimed, and observations by the intern tend to agree, that lack of discipline was a major problem in the grade seven classroom. The discipline problem was of sufficient magnitude to interfere with learning because so much teacher time and energy had to be devoted to maintaining a semblance of order. While there were some students who worked diligently and did very well, there were many who appeared to have no interest in learning and maintained an antagonistic attitude toward the school and its teachers.

An informal interest inventory was administered to the grade seven class and it gave some interesting insights into the students' background experiences. It would appear from the answers given on the inventory that Whitbourne does not have much of interest for students outside of school hours. In answers to questions as to how they passed their leisure time the usual answers were watching television, riding bicycles, frequenting snackbars, or reading books. Thirty-one of the students indicated they do not belong to any clubs or organizations, the remainder were in either army cadets, Red Cross, or church groups. Two of the students stated that they had never taken a trip of any kind. By far the largest proportion of the remaining forty students said that their only trips were by bus which probably indicates that they have only been to relatively nearby towns. Thirty-six of the

students had never been outside of Newfoundland. Thirty-four of the forty-two students had never attended a movie at a theatre.

The informal interest inventory also showed that many of the students did not have a good attitude toward reading. Sixteen indicated that they disliked reading, while fifteen stated that literature was the school subject they liked least. Fourteen students said they had not read a book since the beginning of the school year.

It appears that many of the students' homes do not provide an environment which would encourage reading as a leisure time activity. Responses on the informal interest inventory indicated that fifteen of the students' homes do not take newspapers, thirty-two have no magazines, and twenty-two students have no books available to them in their homes.

Early in the internship, following a short period used to become acquainted with the staff and the students, the Stanford Diagnostic Reading Test, Form W, Level II was administered to the grade seven class. A formal standardized test was given because it was expected that the test would give some indication of the reading strengths and weaknesses of individual students.

The Stanford Diagnostic Reading Test was chosen because it was designed to diagnose the individual reading difficulties of students and to assist teachers in grouping students for instruction. The test measures both literal and inferential comprehension, vocabulary, syllabication, sound discrimination, blending, and rate of reading. It was constructed to give reliable and precise measurement for pupils falling below average in reading. The reliability is given for total comprehension, but is not given for its subtests. The median split-

half reliabilities for level II are .87, .83, .90, and .91 for grades 5-8 respectively.

The scores from the Stanford Diagnostic Reading Test indicated that most of the grade seven students were weak in reading. The range of the grade equivalents was from grade 3.2 to 11.1. Only six of the forty-two students were reading at grade level as shown by the test, with twenty-six of the students reading two or more grades below level.

A look at the test scores in terms of the whole class performance for each subtest is useful to see where the individual lies in relation to the rest of the class and in relation to the test norm. (See Table 1). For this purpose the raw scores were translated into stanines. A stanine is a value on a simple nine point scale of standard scores. Scores are expressed along a scale ranging from one, which is low, to nine, which is high, with the value five always representing average performance for pupils in the reference or norm group.

The median stanine for both literal and inferential comprehension was three. Only four students were at or above the fifth stanine in literal comprehension, while seven reached that category in inferential comprehension. Fourteen students were in the first stanine in inferential comprehension. It was obvious that therewas a general weakness in all levels of reading comprehension in grade seven.

The median for vocabulary was at the second stanine. The students were weakest in this section of the test with only ten students above the second stanine. Perusal of cumulative records and reading test

TABLE I

NUMBER OF STUDENTS IN STANINE CATEGORIES
ACCORDING TO THE STANFORD
DIAGNOSTIC READING TEST

Stanine	Comprehension		Vocabulary	Syllabication	Sound Discrimination	Blending	Rate of Reading
	Literal	Inferential					
9	0	0	0	0	0	0	0
8	0	1	0	1	0	1	0
7	0	1	1	1	1	2	1
6	3	3	3	1	3	2	0
5	1	2	1	12	1	2	0
4	9	3	2	10	8	8	2
3	16	13	3	9	9	15	19
2	10	5	12	3	12	13	13
1	3	14	20	5	8	1	7
Total	42	42	42	42	42	42	42
Median Stanine	3	3	2	4	3	3	3

scores for grades above and below grade seven indicate that there is a weakness in this area throughout the whole school system. The weakness in vocabulary may be partially explained by the narrow experiential background of most of the students. Poor vocabulary may also partially explain why the students scored poorly in the comprehension section of the test.

The results for the three word-recognition skills tested indicated a general weakness. Syllabication, with the median at the fourth stanine, showed the best results of any section of the test. Only eight students scored below the third stanine in syllabication, the remaining being clustered in the third, fourth, and fifth stanines. Sound discrimination, relating sounds to various letter combinations, and blending, fusing a sequence of sounds within a word, both showed a median stanine at three. Most students for both skills were clustered mainly in the second, third, and fourth stanines. However, students were somewhat weaker in sound discrimination with eight students falling in the first stanine level as compared to only one student at that level in blending.

As would be expected considering the scores of the other subtests, the rate-of-reading test results indicated that the students were slower than average readers. Only one student placed above the seventh stanine. The remainder fell into the first, second, and third stanine levels.

The Standford Diagnostic Reading Test results indicated that most of the students were below average in every aspect of reading tested. The test results cannot be accepted as absolute; however, it was a

useful tool to use with other information for class and individual analysis. For example, the vocabulary scores reinforced the teachers' observation that it was probably the students' area of greatest weakness. The students' statements that they found the Thrust literature book too difficult to read is perhaps more acceptable when their reading grade equivalents on the test are considered. In addition, the results of the test proved useful as one source of information in deciding what skills needed to be taught and how students should be grouped for instruction and materials.

SUMMARY

This chapter presented an analysis of the problem in terms of the community, school, teaching staff, and students. It showed that many of the students at Whitbourne Central High School come from homes which do not provide the atmosphere or materials to foster reading development. The teachers did not have preservice training in reading, but were concerned about correcting the existing reading problem. The informal interest inventory showed that most grade seven students had limited experiential backgrounds. The Stanford Diagnostic Reading Test indicated that thirty-six of the forty-two grade seven students were reading below their present grade level. In addition, the test, which measures comprehension, vocabulary, syllabication, sound discrimination, blending, and rate of reading, indicated that most of the students were weak in all the reading skills tested.

CHAPTER III

READING: PROCESS AND PROGRAM

To set out to examine a school's reading program and students' reading capabilities with the intention of making improvements implies that there is some criterion against which the present program can be compared for the purpose of evaluation. A definition of reading and a set of criteria for an ideal reading program become a necessity They provide the standard against which the conclusions derived from Chapter II can be measured and the rationale for implementing change.

A DEFINITION OF THE READING PROCESS

A mature reader is one who can derive the author's meaning using a minimum of visual graphic cues. Written language is redundant and contains far more cues--that is, words, phrases, or sentences--than the mature reader needs to reconstruct the author's meaning. The redundancy exists at different levels because the patterns of letters in words, number of sentence patterns, position of words in sentences, and meanings of words and sentences are limited. Thus a mature reader may look at a sentence such as "Johnny shouted, 'come quickly, the house is on fire!'"and derive the meaning using just those words and parts of words which are underlined. The number of cues that he uses depends on factors such as purpose for reading and type and difficulty of the material. For example, a student

reading a newspaper might need less graphic information to obtain meaning than if he were studying a chapter in his chemistry book.

The mature reader is able to read efficiently with the barest minimum of cues because he has a lot of prior experience with reading and with language. His experiential background has contributed to his ability to associate quickly the proper meaning with words, phrases, and sentences. He has developed a language competence so that he is aware of the typical position of letters in words, the typical position of words in sentences, and the typical sentence patterns. The individual reading skills that were learned in the process of becoming a mature reader have become so automatic that they are no longer visible, if indeed, they are still present at all. (Goodman, 1970, pp. 259-271).

The student who is learning to read cannot be expected to behave in the same manner as the mature reader. The student is lacking in experiences and has not mastered the reading skills and language skills necessary to make him a competent reader. For the beginner, learning to read entails learning that printed symbols stand for speech. As he advances in school, he develops skill in word recognition, expands his vocabulary and his knowledge of concepts, learns to read by thought units and reduces vocalization in silent reading. As the child progresses in reading, his store of sight words increases and word-recognition techniques operate with facility and speed. At the same time the reading material made available to him becomes more complicated in terms of vocabulary and concepts, sentence length and structure, and intricacy of language.

Furthermore, as he advances, the materials presented to him should place increasing demands on his interpretation of meanings and his appreciation of style in writing, of vividness in description, and of humor. As more work-type or functional reading is encountered, the child learns to be a critical reader. He makes use of his accumulated experience and knowledge to interpret and evaluate what he now encounters for the first time. He is on the alert to distinguish inconsistencies, faulty reasoning, and facts versus propaganda (Tinker and McCullough, 1968, pp. 3-8).

A DESCRIPTION OF AN IDEALIZED READING PROGRAM

A reading program is developed from the definition of reading and requires cooperative planning and participation by the whole staff. The planning results in a set of objectives which is realistic in terms of students' needs, staff, and available resources.

A reading program presents the reading skills in a logical, structured fashion. There are skills--word recognition, word meaning, vocabulary, different levels of comprehension and study skills--which have to be mastered in learning to read. These skills are introduced early and built on in a sequential manner to ensure that every pupil acquires as many tools as possible to facilitate his development.

The reading program permeates the whole curriculum through content teachers' incorporating reading as part of instruction in content teaching. As R.J. Smith (1969) stated, "the major potentiality

for reading improvement is within the framework of the content courses" (p. 259). The content area teacher complements the reading teacher and helps to improve students' reading abilities by employing instructional practices that are relatively uncomplicated and that are based on practices that are recognized generally as good teaching procedures.

Reading is never independent of the other aspects of communication, speaking, listening, and writing, for they are closely interrelated. Improving one area increases potential for all others (Nienstad, 1971, p. 659). To provide the experiences and language abilities which facilitate learning to read, the reading program is an integral part of the whole curriculum. The separation of reading instruction from the rest of the curriculum and failure to comprehend its nature as a language skill which must be closely allied to concept formation has produced sterility and staleness in far too many reading programs (Jan-Tausch, 1970, p. 157).

To encourage every student to read as nearly as possible at his capacity level, the program provides differentiated instruction and flexible standards as a means of meeting the individual needs of the students. Research had indicated that an eclectic approach to teaching reading based on the needs of the individual child produces the greatest growth in reading achievement (Klasterman, 1970, p. 159). Three factors are implied in this statement; diagnosis of reading abilities, individualized instruction, and teaching techniques and materials suited to the individual child. It is not assumed that because a child is at a particular level, he needs all the skills that are usually taught at

at that level. Rather, the program provides for the diagnosis of each child to determine the level at which instruction should begin and the specific reading skills needed by each individual. The program provides instruction and materials for remedial, average, and superior students. Any reading program which does not provide the leeway necessary to cater to the differences in individual learning styles, learning rates, learning interests, and learning capacities is bound to produce an unacceptable number of failures.

It is a rule of good teaching to assign instructional tasks that are commensurate with students' present levels of ability (Smith, 1972, p. 246). No set of materials has been demonstrated to meet the needs of all children, or any one group of children. Therefore, the provision of a wide variety of materials is imperative. It is not realistic to expect students to improve their comprehension when they are struggling with material that demands a higher level reading skill development than they currently possess. Reading skills are improved by practice with materials that can be read with relative ease.

There is time allotted in the school timetable for free reading. As S. Nienstad (1971) says, "there is no workbook, no drill that is so valuable in improving reading skills as free reading, because the best practice for reading well is reading"(p. 661). The reading program strives to instil in the student a desire to read beyond his textbooks into all kinds of functional and recreational reading.

Lastly, the program makes provision for continuous evaluation. The growth in reading skills is measured by the use of standardized

and informal tests. The uses of reading are evaluated through examination of achievement in school subjects and the amount and quality of voluntary reading.

SUMMARY

This chapter presented a definition of reading and a description of a model reading program. The reading program is developed from the definition of reading and makes provision for reading skills development, grouping students for reading instruction, provision of appropriate reading materials, reading instruction in the content areas, integration of the language arts, and reading for recreation.

CHAPTER IV

SETTING SPECIFIC OBJECTIVES

The general aims or goals of the internship were to improve the grade seven students' reading performance, and to begin planning a more adequate reading program. These general goals provided the basis--using the definitions of reading and an idealized reading program as well as the collected data relevant to students, staff, facilities, and resources--to set the seven specific objectives for the internship which are offered in this chapter.

OBJECTIVES

Formation of Groups

One objective was to group students for reading instruction on the basis of needs and abilities to the extent that teachers' abilities, plant facilities, and availability of materials would permit. The reading program presented above suggests that the best results are attained when students are offered individualized instruction tailored to meet the specific needs of each child. However, that is a big step to take in beginning to introduce a reading program. Individualized instruction requires trained and experienced reading teachers, plenty of materials, and plant facilities that were designed to accommodate that type of program.

It appeared, considering the circumstances, that grouping students according to needs and ability was the best approach. Further, the

intern recommended that in the early stages, at least until the teachers gained some experience and confidence in grouping, the class should usually not be divided into more than two groups for instruction. For the teacher inexperienced with grouping, too many groups can become unmanageable to the point where learning is hindered, rather than facilitated.

Provision of Appropriate Reading Materials

The second objective was to provide students with functional and recreational reading materials appropriate to their reading levels. Whitbourne Central High School had a shortage of reading material. The material which was available was geared to the average or above average reader; there was very little, if anything, suitable for the retarded reader. The definition of a model reading program states that students are unlikely to improve their reading skills if they have to struggle with materials which are too difficult for them. Therefore, one of the priorities of the internship was to find materials to put into the grade seven classroom which provided for a variety of reading levels and interests.

Provision for Recreational Reading

To encourage students to read materials geared to their level of development as a form of recreation as well as a form of education was the third objective. Robinson (1968) wrote, "Learning how to read is a rather fruitless activity if it is not utilized beyond school assignments"(p. 262). It was hoped that encouraging leisure time reading would be a step toward instilling the reading habit into students. Furthermore, as the definition of reading and an idealized reading

program indicates, reading is like any other skill in that the more you read, the more proficient you become as a reader.

Implementation of a Skills Development Program

The fourth objective was to implement a skills development program in the areas of students' weaknesses as revealed by the analysis of available data. The definition of reading and a reading program given states that there are certain skills--word recognition, word meaning, vocabulary, different levels of comprehension and study skills--which must be mastered to become a proficient reader. Students who, through diagnosis, demonstrate they are weak in particular skills must be retaught the skills until they can perform at an acceptable level.

An analysis of the data collected on the grade seven students' reading abilities indicated that most of them were weak in vocabulary and related word recognition and word analysis skills. Similarly, the evidence suggested that the students were lacking in reading comprehension skills, even at the literal level. For these reasons it was necessary to implement action to reteach these essential vocabulary, word recognition, and comprehension skills.

Improving Functional Reading

To improve students' functional reading ability through improved reading instruction in the content areas was the fifth objective. As the definitions of reading and an idealized reading program point out, the best opportunity to improve reading is within the framework of the content courses. Reading does not have any content; it is a set of skills the individual must learn in order to derive meaning from the

written page. The content courses offer an opportunity to teach vocabulary skills, comprehension skills, and study skills in the context of experiences that have meaning for the student. A knowledgeable and sensitive teacher will encourage students to constantly improve and refine their reading skills through working in content subjects.

Language Arts Development

To foster the development and integration of all the students' communication skills through attention to the development of listening and speaking skills conjointly with the teaching of reading and writing skills was the sixth objective. These skills are so interrelated as to be really inseparable; improvement in one facilitates improvement in all. As the description of an ideal reading program indicates, language arts instruction should pervade the whole curriculum.

Planning for Future Program Development

The seventh and final objective was to assist the school staff to begin planning for the development of an ongoing school reading program for the future. The implementation of the previous objectives provided the basis for an improved reading program, but much more planning needed to be done to ensure the continued development of a complete and adequate reading program.

CHAPTER V

IMPLEMENTATION OF OBJECTIVES

The initial period of getting acquainted with the staff and students, collecting and analyzing information from different sources, and setting the specific objectives, set the stage for implementing stategies to meet the reading problems in grade seven and making plans to improve the reading program for the future.

INTRODUCTION OF OPEN HIGHWAYS, BOOK SEVEN

One of the first changes considered was the replacement of the Thrust literature book for many of the students with a book which was more suitable to their reading levels. The grade seven English teacher had commented that many of the students found it extremely difficult to read selections in Thrust and only seemed to enjoy it when she read the stories to them. The students in a discussion with the intern stated that they found the literature book too difficult to read. This may have influenced the results on the informal interest inventory which showed that fifteen students disliked literature more than any other school subject. Further, the Stanford Diagnostic Reading Tests indicated that twenty-six of the grade seven students were reading at two or more grade levels below their actual grade placement. If the test results were accurate, they indicate that many of the students would have difficulty with even the easiest selections in the Thrust

book which the authors state range in difficulty from fifth or sixth grade level to easy adult material.

On the basis of the available information the grade seven English teacher and the intern decided to allow the six students who were reading at or above their grade placement to continue using the Thrust book. The remaining thirty-six students were given Open Highways, Book Seven to use as a literature book for the remainder of the year.

The Open Highways, Book Seven was chosen because it was designed especially to meet the needs of students who have encountered difficulties in learning to read. The authors claim that the book begins with a readability level of fourth-grade and concludes at a high sixth-grade level. They say that the content for the book was selected to motivate adolescents who have had few positive but many negative experiences with reading. A great variety of selections, such as short stories, longer stories, fiction, history, advertisements, geography, exposition, pictures, comics, cartoons, jokes, and poetry, are presented at the grade seven interest level to appeal to the underachiever. The main emphasis is on helping students overcome reading difficulties, and with materials appropriate to their interests and abilities, students are guided through a continuous, sequential skills program.

The information collected on the grade seven students indicated that they were weak in all the reading skills. The teachers' guidebook which accompanies Open Highways, Book Seven presents a good sequential skills program which would be most beneficial to students who missed those skills in previous years. In addition, the guidebook

gives well-developed lesson plans which can be especially useful for the teacher who has no training in teaching reading as was the situation at Whitbourne.

The Open Highways, Book Seven textbooks, skillbooks, and teachers' guidebook were made available to the teacher and students for the remainder of the school year by the school board office. To help the teacher learn how to handle two groups and teach reading using the new book, the intern taught the first four lessons under the new classroom arrangement while the teacher observed. The teacher then resumed teaching the class with the intern present to assist as the situation warranted it. In the beginning both students and teacher found it difficult to adjust to two groups and two different lessons in the classroom. However, they soon became accustomed to the new situation and did not appear to be distracted by it.

After each lesson for the first two weeks the teacher and the intern discussed the strengths and weaknesses of the previous presentation and made plans for the next lesson. As the teacher gained more experience and confidence in handling the two groups less assistance was required from the intern.

The students appeared to be quite pleased with Open Highways, Book Seven. Several students commented that they preferred it to the Thrust book because it was easier to read. The wide variety of selections seemed to offer something of interest for everyone. The students, many of whom, according to the teacher, had shown no previous interest in reading, used every opportunity to read some part of the book. In fact, some other teachers complained that they had

difficulty getting students to put away the literature book when they were supposed to be concentrating on some other subject.

Somewhat suprisingly, considering their background in reading, most of the students appeared interested in learning the skills covered in each lesson. When the skillbooks or worksheets were used as practice to reinforce the skills taught the students usually did very well.

One parent did express his fear to the principal that the students remaining in the Thrust group might be neglected. To prevent further misinformation and to eliminate other parents' reservations, the principal and the intern wrote an article fully explaining the changes occurring at the school, which was included in the school's monthly newsletter to parents.

INTRODUCTION OF READING MATERIALS TO THE CLASSROOM

One of the major problems at Whitbourne Central High School was the lack of reading materials. There was a small library, containing all hardcover books, which the school was attempting to improve. However, it contained relatively few books of interest to grade seven students, and none suitable for retarded readers. There were no classroom libraries prior to the internship. In fact, the classrooms did not even have bookshelves.

Earlier in this report it was stated that the best way to improve reading skills is actually to do a lot of reading. One way to encourage reading is to have a classroom library which contains materials suitable to the interests and reading levels of the students in that classroom.

For this reason, the intern, with the cooperation of the principal and the school board office, had a set of bookshelves installed in the grade seven classroom. Arrangements were then made with the Curriculum Materials Centre at Memorial University to borrow materials to stock the classroom library. The materials were chosen using the information from the informal interest inventory as a guide to the type of content which would appeal to the students, and the Stanford Diagnostic Reading Test results were used as a guide to the variety of reading levels suitable to the class. Since our data indicated that most students were reading well below their grade level, a large number of the books were of the high interest, low vocabulary type.

After several students had very kindly volunteered their services to write up a library card for each book, the books were placed on the classroom library shelves. Two students accepted responsibility for checking out books, and students were encouraged to borrow the books to read at home as well as in school.

The classroom library was a success. Every student in the class borrowed books and many students upon returning one book immediately signed out another. It was obvious that the students enjoyed the material, and several told the intern that they had never realized before that reading could be fun. A source of amazement to the teachers was the fact that several students who had always been regarded as hopeless cases and discipline problems became avid readers of the high interest, low vocabulary materials.

There was no provision in the timetable for recreational reading, and to make the necessary changes at the time of the internship would

have been very difficult. To offset this, students were encouraged to read at the end of any period when they had completed the work required by the teacher. This seemed to work very well, as many students seized every opportunity to read the books they had selected from the classroom library. In addition to reading at school, the students took advantage of the opportunity to check out books to read at home.

READING SKILLS DEVELOPMENT

The Stanford Diagnostic Reading Test, teacher observation, and other accumulated data had shown that most of the grade seven students were weak in the comprehension skills, and all the students were weak in vocabulary and related word-recognition and word-analysis skills. The intern felt, and the staff agreed that, in addition to the reading skills instruction provided in Open Highways, Book Seven, immediate and direct action had to be taken to give the students remedial instruction in these essential reading skills.

The only spaces available in the timetable were the four periods per week which had formerly been used for the S.R.A. Reading Laboratory and Readers Digest Skill Builders. The staff had hoped that using the S.R.A. and Readers Digest materials would help alleviate the grade seven problem. However, the teachers admitted that the materials were not serving their intended purpose. For this reason, they were quite willing to cooperate with the intern in using these periods for reading skills instruction.

Each student was actually available for only two periods of reading skills development per week. The timetable had been arranged so that when the girls were available, the boys were in the gymnasium, and vice versa. Although more periods per week for skills development would have been preferred, the division of the class was very convenient as the smaller groups allowed a little more individual attention.

One problem encountered was that there were four different teachers involved, which meant a different teacher for each period. The intern would have preferred one teacher for each group. The situation, while not ideal in terms of the students, was, nevertheless, good from the point of view that four teachers were given the opportunity to gain experience in teaching some reading skills.

The intern and the teachers involved agreed that the periods should be used to concentrate on developing vocabulary and comprehension. A timetable was drawn up and each teacher was assigned to teach a skill to ensure that each group of students was given a period per week of instruction and practice in comprehension and in vocabulary development.

The instruction in reading skills began at a very basic level; comprehension began with instruction in literal comprehension, while vocabulary development began with instruction in antonyms and synonyms. The intern taught the first two lessons for each teacher to demonstrate how these skills could be taught. After this period the intern helped the teachers prepare their lessons and assisted in class whenever necessary.

The teachers and the intern agreed that the skills development periods should offer a variety of instructional approaches so as to

maintain student interest. Each lesson usually involved a short instructional period followed by students practicing the particular skill. It was in practicing the skill that most of the variety was offered. For example, in practicing prefix and suffix, the students were divided into teams to compete in giving the most correct answers; in practicing finding the main idea of a selection, the students were divided into groups. Each group was given a set of newspaper articles and headlines, and they had to derive the main idea from an article in order to match it with the proper headline. The students seemed to enjoy these lessons and usually did quite well in practicing the skills. Several of the teachers commented that they liked this type of approach to skill building and they felt that the students were enjoying and learning from it.

FUNCTIONAL READING AND INSERVICE TRAINING

Corbin (1972) states that "reading instruction in the junior high school will not improve a great deal until content teachers are aware of their responsibilities"(p. 58). Further, Lee Kalzow (1972) says that "it is naive to assume that the content teacher sees a need for, or has any desire to 'teach reading' in his classroom - in any way"(p. 46). The definition of an idealized reading program given earlier in this report pointed out that teaching reading in the content areas offers the best opportunity for reading improvement. This is so because in learning reading as part of content instruction the student is able to see a relationship between learning and reading. Besides giving reading instruction a purpose, the content areas also offer the student an excellent opportunity to practice the reading skills

with materials that are meaningful from the point of view that the student has to know the content in order to fulfill the requirements for a particular course. The teacher has to accept the responsibility, not only to teach content, but also to teach the vocabulary, comprehension, and study skills necessary to be able to read that content.

Based on early observations and conversations with the teachers, it was fairly safe to assume that prior to the internship they did not feel that they had a responsibility to incorporate reading as a part of content instruction. For this reason the intern felt it was necessary to meet with the staff as a whole to talk about reading and reading instruction as part of content teaching.

The first meeting, early in the internship, was mainly for the purpose of establishing a receptive mood among the staff for the suggestions and ideas which would be offered at later meetings. The discussion was of a general nature and such topics as the need for reading instruction beyond grade six, reading as part of the language arts program, grouping for instruction, the need for materials suitable to varied reading levels, and the need for reading instruction as part of content instruction, received attention. Toward the end of the meeting, and after it, several teachers commented that they were beginning to recognize that reading instruction should be a whole staff effort rather than just being the responsibility of the reading teacher.

The intern felt all the teachers, regardless of the grades taught, would benefit from written materials that provided a description of the various reading skills along with suggestions for teaching the skills.

The collected data indicated, at least for grade seven, that students were generally weak in all the reading skills. It appeared that the teachers would benefit from materials dealing with other skills in addition to those pertaining to the content areas. Therefore, the two interns cooperated to write descriptions and suggested activities for: vocabulary development, structural analysis, comprehension, reading in the content areas, study skills, and language arts objectives (See Appendix B). The materials were duplicated and each teacher was given a copy to study for discussion at the next staff meeting.

The discussion at the staff meeting was fairly lively. Many questions were put to the interns, and the teachers gave their opinions regarding the suitability of some of the suggested activities for their particular situation. It was noticeable that the teachers seldom refuted a suggestion anymore on the basis that it would add too much to their already heavy workload. This concern had been raised rather frequently in earlier informal person to person talks about ways to teach reading. Now it appeared that the teachers were beginning to recognize that teaching reading as an aspect of content instruction could increase their effectiveness in the classroom.

Other meetings with the staff were used to discuss the SQ3R study method (see study skills in Appendix B), improving teachers' classroom questions, ways to use group projects to facilitate learning for retarded readers, and the need for content teachers, individually and as a staff, to plan for teaching reading.

In addition to the materials on teaching reading, the interns also gave each teacher samples of reading checklists, informal interest

inventories, informal reading inventories, and informal reading tests. The teachers were shown how to use these diagnostic tools and given instructions for constructing their own informal tests. The diagnostic materials were distributed to the teachers because, as the definition of an ideal reading program points out, diagnosis is essential to the teaching of reading to determine specific weaknesses, the level at which instruction should begin, and the type and level of materials required. Therefore every teacher should have available, and know how to use, several different diagnostic tools.

PROGRAM PLANNING

From the beginning of the internship, the intern was aware that if any lasting benefits were to be achieved for the staff and students of Whitbourne Central High School it would have to be in terms of planning for improvement in the reading program for the following year. It is true that some changes were made during the internship, such as the introduction of the Open Highways Series for the slower readers, grouping for instruction, classroom libraries, remedial instruction in reading skills, and some inservice training of teachers. However, there were restrictions which prevented some desirable changes from occurring during the internship period. It has already been mentioned, for example, that the timetable did not provide recreational reading periods, and that to have tried to change it would have resulted in many problems. The intern felt that by planning for the reading program for the following year many of these restrictions could be overcome, or at least reduced.

Many times during the internship the intern tried to impress upon the staff the need for drawing up language arts objectives and for identifying the reading and study skills particular to each content subject in preparation for reading instruction in the following year. Although the staff members appeared to recognize the value of defining the objectives and the skills, they were never defined satisfactorily during the internship. That is not to imply that the teachers were negligent. It could not have been done early in the internship because the teachers were not knowledgeable enough about reading to be able to perform the tasks. After the teachers had received some inservice training they were often unable to get together because of previous commitment to supervise extra-curricular activities, or because they had work related to their teaching responsibilities which required their immediate attention. The principal did state, however, that the staff would, in September, set objectives for language arts, and define the reading and study skills particular to each content subject.

The principal requested assistance in planning instructional groups for reading for the following year in grades seven and eight. The intern, using all the available data, wrote an analysis of each grade seven student giving the reading grade expectancy, reading level attained, an assessment of strengths and weaknesses, and suggestions for remedial or corrective instruction for each child. The students were then divided into groups. One group was formed for a few students who were reading above grade level and indicated a need to be presented with challenging reading material in addition to the grade

eight Focus literature book, which is the second book in the Galaxy Series. A second group was formed for students who were reading at, or near to, grade level. These students would also use the Focus literature book in grade eight, but diagnosis had revealed weaknesses which would require some corrective instruction. A third group was formed for students who were reading two or more years below grade level. These students demonstrated weaknesses in most reading skills, and it was suggested that they be given extensive remedial reading instruction combined with the use of Open Highways, Book Eight, which was designed for students who have encountered difficulty in learning to read. A fourth group had been chosen previously by school officials to go into a special education class which was to begin at the school for the first time in September. These students were extremely weak, and it was suggested that they be given extensive remedial reading instruction along with the use of high interest, low vocabulary materials suitable to their reading levels.

The only data available on the grade six class were scores from the Gates-MacGinitie Reading Survey, Form D. Using the scores from the test, the intern suggested three groups for reading instruction for the beginning of grade seven. One group was suggested for those students who appeared to be superior readers and would benefit from challenging materials in addition to the Thrust literature book. A second group was suggested for those students who were reading at, or near, grade level. They would also use the Thrust literature book, but would require some corrective reading instruction to overcome some specific weaknesses. A third group was suggested for those

students who, according to the test, were generally weak in reading and would benefit from a good remedial instruction program combined with the use of Open Highways, Book Seven.

It was strongly impressed upon the principal that one test was not sufficient information to form groups for the future grade seven class. The suggested groupings were intended only as a flexible plan for beginning the school year. Additional informal testing and teacher observation in September will probably suggest that some students were misplaced and would benefit by being moved to another group.

To provide the reading materials for the varied levels of reading ability in the grades seven and eight classes, the principal requested the interns to compile a list of suitable books, especially in the high interest, low vocabulary area. The list was compiled and the principal ordered as much as his budget would permit (see Appendix C). The principal also mentioned that because the classroom libraries set up during the internship were a success, he was considering setting up classroom libraries next year by using books from the school library on a rotation basis.

In summary, it was proposed that the grade seven reading program for the following year would group students according to ability and needs as shown by formal and informal diagnostic tests. The program would provide the Thrust literature book for the average or above average reader, and Open Highways, Book Seven, for those who need remedial reading instruction. The timetable would provide periods for recreational reading, using supplementary materials that are suitable to the students' reading levels and interests. The staff would begin

to complete plans for integrating reading into the language arts program and for incorporating reading instruction as part of content teaching.

CHAPTER VI

EVALUATION

As Richard Carlson's (1967) study of the adoption of educational innovations demonstrates, changes in education usually occur slowly. The length of the internship was not sufficient to determine what long term benefits, if any, will accrue to either the students or the reading program. A school year, and perhaps more, would have to pass before the changes could be properly evaluated. Nevertheless, the intern felt that some attempt should be made to assess the immediate impact of the changes introduced during the internship.

INTRODUCTION OF OPEN HIGHWAYS, BOOK SEVEN

The introduction of the Open Highways, Book Seven and grouping for reading instruction were two of the major changes in grade seven. As mentioned previously in this report, both the teacher and the students appeared to adjust quite well to having two groups operating in the room at the same time. Similarly, the remedial reading students seemed very pleased with the new literature book judging from the fact that many of them read selections from it at every opportunity. Furthermore, the results from the final examination in literature, which contained questions from both literature books, showed that the students attained higher scores on the section containing questions pertaining to selections in Open Highways, Book Seven.

CLASSROOM LIBRARY

One measure of the success of a reading program is the amount of reading students do outside their textbooks. In this aspect at least, the internship was quite successful. After setting up of the classroom library and the introduction of the high interest, low vocabulary reading materials,, the grade seven students read a large number of books. One of the most rewarding parts of the whole experience was that students who had never shown an interest in reading before, according to the teachers, eagerly borrowed and read many books from the classroom library. The borrowing and reading of books by the poorer readers in the class seems to indicate a positive change in attitude toward reading.

READING SKILLS DEVELOPMENT

The change in attitude was also reflected in the reading skills development periods. Perhaps surprisingly, considering their past records, the students showed a fair amount of interest during these periods, and usually did quite well on the assigned practice exercises. The fact that a lot of teacher effort was put into designing novel practice exercises may have contributed to maintaining student interest.

TEACHER ATTITUDE

Teacher attitudes also appeared to change during the internship. At the beginning they admitted to knowing nothing about teaching

reading, and their comments indicated that they felt it should be the responsibility of the reading teacher. Toward the end, after studying the handouts and participating in the staff discussions on reading, a gradual change began to occur. Their later comments seemed to indicate that they recognized that every teacher on the staff had a responsibility to contribute to the reading program.

STAFF EVALUATION OF THE INTERNSHIP

On the last day, a staff meeting was held for the purpose of giving the teachers an opportunity to voice their evaluation of the internship. The general consensus was that the real benefits to the school would probably occur in the next school year. They agreed that the internship had served to increase their understanding of the teaching of reading and to make them aware of the problem that existed at their school. They felt that the changes which had been introduced, such as grouping, introduction of an alternate text, classroom library, remedial reading skills instruction, and high interest, low vocabulary materials, were beneficial and they planned to continue using them. The principal felt that a good basis had been developed for improving the reading program, and the staff would continue to plan and implement a more adequate program in the following year.

CHAPTER VII

RECOMMENDATIONS

The intern believes that real value for the school will grow out of the internship only if the school staff and the school board personnel continue their efforts to implement a more adequate reading program. To assist in that endeavour the intern offers the following recommendations which he believes, based on experiences and observations during the internship, will help to improve the situation at Whitbourne.

RECOMMENDATIONS FOR THE SCHOOL

1. Grouping students according to reading ability and using the Open Highways Series for remedial readers were successful during the internship. These practices should be continued in the future.

2. Recreational reading gives students practice to develop their reading skills and helps to instil the reading habit. During the internship the students were encouraged to read as a form of recreation, and they enjoyed it. The school should continue to encourage reading for recreation.

3. A successful reading program requires a large variety of materials to meet the varied reading levels and interests of the students. To ensure variety, a portion of the school's library grant should be allocated:

a. to purchase high interest, low vocabulary books. (See Appendix C)

b. to subscribe to various newspapers and magazines.

c. to purchase paperback books, rather than purchasing all hardback books. Research (Lowery and Grafft, 1968, pp. 618-623) has shown that paperbacks appeal more to poor readers than hardbacks.

4. The classroom library was very successful during the internship. It should be continued in the future.

5. The informal interest inventory showed that many students did not have any books at home. There are book clubs, such as the Scholastic Book Club, which each month offer a variety of paperback books to students at very reasonable prices. The school should associate with a book club and the teachers should actively encourage the students to purchase books.

6. The internship provided the basis for planning an improved reading program. It is the responsibility of the school staff to continue planning for change, especially as regards teaching reading in the content areas. Initial steps which should be taken early in the next school year are:

a. The whole staff should cooperate to define language arts objectives. Since language arts pervade the whole curriculum, and since reading is an integral part of the language arts program, the definition of objectives will demonstrate more clearly the role of reading in the curriculum.

b. As a step toward ensuring that reading instruction is incorporated as an aspect of content teaching, the teachers should identify the reading and study skills pertinent to each subject area.

RECOMMENDATIONS FOR THE SCHOOL BOARD

1. The internship provided the basis for developing a reading program at the junior high school level. Perhaps some consideration should be given to encouraging the teachers at Whitbourne Central High School and Whitbourne Elementary School to cooperate to develop a reading program for the whole school system.

2. In hiring teachers for Whitbourne Central High School in the future, some consideration might be given to finding a teacher who has some training and experience in the teaching of reading.

3. The internship provided the staff at Whitbourne Central High School with some inservice training in the teaching of reading. To supplement this, some consideration might be given to requesting the cooperation of professional personnel from Memorial University and the Provincial Department of Education to provide the staff with a series of workshops designed to provide the teachers with practical inservice training in the teaching of reading at the junior and senior high school level.

4. Professional journals and books dealing with the teaching of reading should be placed in the staff room at Whitbourne Central High School.

5. It may be worthwhile giving some consideration to offering remedial reading instruction for junior and senior high school students at summer school sessions.

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REFERENCES

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APPENDIX A

PUPIL INTEREST INVENTORY

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PUPIL INTEREST INVENTORY

Name_____ Age_____

Grade_____

1. What do you like to do in your spare time?_____

   _____

2. What do you usually do right after school? _____

3. What do you do in the evenings?_____

   On Saturdays?_____

   On Sundays?_____

4. How many brothers do you have?_____Sisters?_____

5. Are there any jobs you are supposed to do at home?_____

   What are they?_____

6. To which clubs do you belong?_____

7. Do you take any special lessons?_____

8. What tools do you have at home or hobbies which you do at home?

   _____

9. Have you ever earned any money?_____How?_____

10. What do you do with your money?_____

11. How often do you go to the movies?_____

12. With whom do you usually go?_____

13. Name two or three of the movies which you found the best._____

    _____

14. Which type of movie do you like best? Comedy? Sad? Western? News? Love? Serial? Mystery? Gangster? Other?_____

15. Who is your favourite actor?_____Actress?_____

16. Do you have a T.V.?____What are your favourite shows?_____

_____

17. How much time during the week do you spend each day watching T.V.?_____hrs. On Sat._____hrs. On Sunday_____hrs.

18. What do you listen to on the radio?_____

19. Have you ever taken a trip by boat? train? bus? auto? airplane? _____Which?_____Have you ever been out of Nfld.?_____

20. What subjects do you like?_____Hate?_____

21. Do you like reading?_____Someone to read to you?_____

22. What kinds of books do you have at home?_____

_____

23. What kind of reading do you like? History, travel, mystery, plays, essays, fairy tales, detective, poetry, science, music, art, romance, western, comics._____

24. Do you get a newspaper at home?_____

25. Which part do you read first?_____

26. Which part do you like best?_____

27. Do you get any magazines at home?_____Write down those titles which you can remember._____

28. What would you like to do when you finish school?_____

_____

29. What would your parents like for you to do when you finish school?

_____

30. Name a few of the books you did read and like, if there are any.

_____

31. If you don't like reading could you tell me why or would you try and explain why_____

_____

_____

32. Which grade did you like the most in school so far?_____

Why?_____

APPENDIX B

INSERVICE MATERIALS

APPENDIX B

INSERVICE MATERIALS

SKILLS FROM GRADES 7-12

A. Recognition Level

1. Word analysis skills

a. Phonetic

(1.) Identification of vowel sounds (short, long)

(2) Identification of consonant sounds

(3) Identification of blends

(4) Identification of other sounds

(5) Accent marks

b. Structural

(1) Identification of roots, prefixes, and suffixes

(2) Identification of compound words

(3) Syllabication

2. Word meaning skills

a. Specific word meanings

(1) Use in context

(2) Use through modification by prefixes and suffixes

(3) Use through interpretation from roots

(4) Reference to dictionary

(5) Study of word origins

(6)Study of synonyms, antonyms, hononyms

b. Multiple word meanings

(1) Use in context

(2) Use through modification by suffixes and prefixes

(3) Use through interpretation from roots

(4) Use through reference to dictionary

(5) Use through study of word origins

(6) Use through study of synonyms, antonyms, and homonyms

c. Word evoking emotional moods

(1) Use in context

(2) Through study of word origins

(3) Roget's Thesaurus

B. Comprehension Level

1. Reading for the main idea

a. Identification of main idea in the topic sentence of a paragraph

b. Matching of a given set of main ideas with paragraph

c. Distinguishing between main idea and titles through paragraph analysis

2. Reading for detail

a. Finding the main idea and major details

(1) Through underlining

(2) Through use of block diagram

(3) Through outlining

b. Finding major and minor details in paragraphs

(1) Through use of block diagrams

(2) Through outlining

(3) Through underlining

3. Organizational skills

   a. Classification

      (1) Arrangement of related words or phrases

      (2) Into groups

      (3) Sorting and arrangement of ideas into main and subtopics

   b. Outlining

      (1) Finding the main idea and subordinate ideas of a paragraph and placing these in modified outline structures

      (2) Finding the main idea and subordinate ideas of a longer selection involving several paragraphs and arranging these in extended outline form.

4. Recall (Literal level of comprehension, simply recall of facts, etc.)

5. Study skills

   a. SQ3R method

      (1) Survey

      (2) Question

      (3) Read

      (4) Review

      (5) Recite

   b. Reading to follow directions

   c. Skimming

      (1) Skimming to preview

      (2) Skimming for main idea

      (3) Skimming for details

      (4) Skimming for key words

   d. Location of information

      (1) Use of table of contents

(2) Use of dictionary

(3) Use of Reader's Guide

(4) Use of almanacs

(5) Use of encyclopedia

(6) Use of biographical dictionaries

(7) Use of maps, charts, and graphs

e. Use of library

(1) Card catalog
   a. author cards
   b. title or subject cards

(2) Dewey decimal classification system

f. Rate

(1) Use of reading material one or two reading levels below students' reading achievement level

(2) Grasping large word groups

C. Interpretaion Level

1. Reading to draw conclusions

   a. Statements of the author

   b. Statements by reader made on the basis of evaluation of the author's remarks

2. Reading to distinguish between fact and opinion

   a. Point of view of the selection

   b. Background of author

   c. Known facts related to the topic (utilize students own experiences)

   d. Designation by reader of fact or opinion

3. Reading to detect propaganda

   a. Name-calling

   b. Glittering generalities

c. Testimonial

d. Transfer

e. Band wagon

4. Reading to forecast results

a. Reading about an exciting situation

b. Identifying relationships of details in the situation

c. Predicting the outcome of that situation (a specific outcome)

5. Reading to make generalizations

a. Reading statements made by the author

b. General statement made by the reader on the basis of the author's remarks

6. Reading to show contrast

7. Reading to appraise and analyze

8. Reading to elaborate

a. Reader is confronted with reading material which has incomplete endings or conclusions

b. Reader must complete by the addition of new material not mentioned in the original statements on the basis of his knowledge, background, experience, or imagination

D. Recreational Reading

1. Stimulating recreational reading

2. Book fairs

3. Book clubs (Scholastic)

4. Preparation of attractive displays

5. Preparation of attractive bulletin boards

6. Time provided for recreational reading during school hours

7. Group visits to the library

8. Use of community resources as book club speakers

9. Encouragement of classroom discussion about books read

Recreational or wide reading is one way of building up the skills in reading. Teachers should make use of children's interests to motivate them to read. They should provide the kind of classroom atmosphere which encourages reading not only in recreational reading, but in reading in various subject areas. Classrooms should be full of reading materials whether borrowed from public libraries or donated for a period by the community. The teachers should make use of all available sources for free and inexpensive materials.

LANGUAGE ARTS OBJECTIVES

A. Speaking

1. To communicate effectively

   a. to speak without hesitation

   b. to acquire language facility which permits child to participate with competence and confidence in society of which he is a part

   c. To be able to discuss logically, clearly and concisely

   d. To be able to initiate and maintain the interest of the listener

   e. To become aware of when an idea has been expressed (to completeness)

2. To express ideas and feelings in an interesting manner

   a. To speak directly to the audience

   b. To increase control over the effective and appropriate use of gesture, movement, pauses, voice projections, and inflections

   c. To avoid using annoying idiosyncrasyies

   d. To increase control over uncommon, infrequent, or unique forms of grammar

   e. To develop naturalness and sincerity of manner

3. Pronunciation and Enunciation

   a. To increase control over speech sounds and diction

   b. To increase awareness of and control over voice quality

4. To speak courteously

   a. To make a point effectively

   b. To avoid arguments and aggressions

   c. To be considerate

   d. To allow others to speak without interrupting

5. To develop effective techniques in oral composition

   a. To gain insight into and control over communication devices

   b. To acquire and use conventions appropriate to a particular oratory form

   c. To speak in the style appropriate to a particular oratory form

   d. To be able to speak effectively either informally or formally

   e. To use social insights and graces appropriate to discussion

6. To develop respect for the listener

   a. To increase ability to be 'other'oriented

   b. To discuss problems unemotionally, with courteous recognition and acceptance of opposing view-points

   c. To develop the ability to disagree without being disagreeable

B. Listening

1. To listen with comprehension and skilful perception

   a. To discriminate between main ideas and detail

   b. To discern main points in sequence

   c. To detect own biases and not let them interfere with receptivity

   d. To listen with an open mind and be prepared for 'give and take'

2. To be attentive

   a. To listen critically to the speaker

   b. To be able to listen with concentration

   c. To listen for ideas and principles

   d. To develop the skills of notetaking and summarizing

   e. To develop the skill of writing main points in situations which facilitates retention (for the listener)

3. To listen critically

   a. To be able to distinguish between fact and ppinion

   b. To be able to distinguish propaganda

   c. To understand the sequence of ideas, relationships (relationships between ideas), comparisons made by the speaker

   d. To determine whether incidents, events, or characters spoken of are real or imaginary

   e. To determine whether information presented is accurate and complete.

4. To listen analytically

   a. To listen in order to solve problems

5. To listen for enjoyment

   a. To listen effectively to drama and different forms of media

   b. To develop taste and preference

   c. To recognize and respond to the pictures (imagery) painted by the speaker

6. To listen courteously

   a. To listen with respect

   b. To allow speaker sufficient time to develop his ideas

C. Writing

1. General aims of creative and functional writing

   a. To use skills effectively

   b. To spell acceptably

   c. To write legibly and easily

   d. To use capitalization and punctuation properly

   e. To use grammar correctly

   f. To use word forms correctly

2. Creative writing

   a. To preserve the spontaneity, honesty, and charm of children's speech in their written work

   b. To choose words discriminately

   c. To use words perceptively

   d. To convey thoughts and feelings

   e. To write for impact

   f. To evoke response in the reader

   g. To know the value of clarity and variety in writing

   h. To learn to be concise in written language

   i. To develop natural and sincere expression

   j. To develop an awareness of self

   k. To use all senses

   l. To discover appropriate forms for expressing experiences

3. Functional writing

   a. To increase child's knowledge of sentence structure

   b. To develop skill in paragraph writing, notetaking, summarizing and outlining

   c. To be able to use the appropriate form of letter writing

   d. To develop skill in expository and descriptive writing

   e. To understand and use the proper mechanics of writing

D. Reading

1. To develop understanding of and facility in word analysis skills

   a. To enable a child to use structural analysis, phonetic analysis, word form, context clues, as means to comprehending printed word

   b. To continually increase child's sight (word) and meaning vocabulary

2. To develop comprehension ability

   a. Literal

      1. To be able to distinguish details

      2. To be able to determine author's central thought and purpose

      3. To be able to follow directions

      4. To recall facts

      5. To recognize sequence of ideas and events

   b. Inferential

      1. To be able to compare without having it stated

      2. To be able to draw conclusions

      3. To be able to anticipate and predict outcomes

      4. To infer the main idea which is not implicit

      5. To be able to distinguish similarities and differences in ideas and events

      6. To recognize cause and effect relationships

      7. To recognize the mood of the author

      8. To infer literal meanings from use of figurative language

   c. Critical

      1. To distinguish between objectivity and subjectivity

      2. To distinguish fact from fiction

      3. To distinguish reality from fantasy

      4. To determine relevancy of ideas

      5. To predict outcomes

      6. To determine the accuracy of material

      7. To recognize abuses of logic

      8. To judge whether material read is worthwhile, desirable, or acceptable

9. To understand denotation and connotation of words

3. To develop facility in effective oral reading

   a. To read with expression, pitch, juncture, stress and paralanguage

   b. To use clear enunciation, voice projection, and appropriate rhythm

   c. To read with correct phrasing

   d. To read using word attack skills and habits effectively

4. To adapt the rate of silent reading to the purposes of reading and to understand the purposes of reading

   a. To be able to infer literally from imagery

   b. To be able to maintain attention while reading

   c. To be able to skim and scan for information

   d. To be able to adapt the rate of reading to the purpose

   e. To read for pleasure thus simple comprehension

5. To develop the habit of reading independently for information and pleasure

   a. To explore all kinds of books

   b. To discover new ideas through reading

   c. To appreciate the importance of reading as a means of conveying a deeper understanding of events and people in the world

   d. To acquire discrimination in choosing between good and poor quality in stories

   e. To develop critical ability and acquire discrimination in choosing among various kinds of reading materials

6. To develop and maintain interest in reading

   a. To develop independence in reading

   b. To acquire a large vocabulary in order to enhance enjoyment of reading

   c. To read easily and with relative speed

   d. To increase positive attitudes in reading

e. To adjust material difficulty level to reader

7. To develop child's use of study skills to facilitate comprehension ability

8. To develop the ability and control of use of reference sources

   a. To be able to use encyclopedias, dictionaries, charts, maps, card catalogues, indexes, parts of books, libraries, etc.

VOCABULARY DEVELOPMENT

Practice on common words and an introduction to new words take place most naturally when children engage in easy, pleasurable reading. For the teacher this means a knowledge of books and an understanding of the child and his interests. The following principles are needed:

1. Utilize the child's present interests. No matter how immature his present interests are, it is essential to begin by introducing materials which are related to them. If the child is given material which he sees as vital and functional his interest will appear.

2. Provide reading materials which are on or slightly below the pupil's level of reading ability. Easy material is essential for success, and success generates interest.

3. Acquaint yourself with book lists and bibliographies of children's books. Two excellent references here are A Place to Start and Good Reading for Poor Readers.

One of the most fascinating approaches to vocabulary enrichment involves a study of etymology, the origin or development of words. Pupils usually find it interesting. One book which would prove to be a good resource here is Wilfred Funk's Word Origins and Their Romantic Stories. (New York: Grosset and Dunlap, Inc., 1950.)

Since a large number of words in the English Language start with prefixes, a knowledge of them is helpful when unfamiliar words are encountered. Suffixes are generally more difficult for children.

Knowing these does help the reader attack new words. In the section Structural Analysis, some helpful activities are mentioned to promote this skill.

Children improve their vocabulary too when they participate in games or exercises dealing with synonyms and antonyms. An excellent source here is Fernald's English Synonyms, Antonyms, and Prepositions (New York: Funk and Wagnall, '1954). This book employs these words in sentences, and thus fine differentiations between words are readily discernible.

Scott Foresman Co. has published two student Thesauri which are quite good. In Other Words I...A Beginning Thesaurus offers over 1,000 substitute words for 100 they use and over use. Pupils who read at a third grade level or above and can use alphabetical order and interpret related sentences can use this book independently. In Other Words II...A Junior Thesaurus, gives pupils reading at fifth grade level or above the means whereby they can add 3,000 words to their working vocabularies.

ACTIVITIES TO USE IN DEVELOPING VOCABULARY

1. "Mr. Webster Says"

   Five judges are appointed from the class. The remainder of the class is divided into two teams. The leader of team I announces a word. The leader on the second team must define the word and use it in a sentence which is acceptable. For example, the word decrepit; defined as old and physically broken down. Sentence. His model T runs but is very decrepit.

The source of selection could be glossaries in the texts, reader, speller, etc.

The judges decide whether the player on the second team scores a point. Each team has the same amount of time, or players from both can take turns.

2. "Surprise Box"

Have a 'Surprise Box' in the classroom; as any child hears a new word used, he writes it on a slip of paper, signs his name and drops it in. During the same day the child familiarizes himself with the word. At the close of the day the box is opened. (Teachers may want to make this the close of two or more days.) Each child in the class draws a slip from the Box. He must then pronounce the word and use it in a sentence to illustrate its meaning. The child who put the word in is responsible for accepting the pronunciation and sentence.

A chart can be made showing each child's name and the day of the week. A check is used to show how many times a child responded correctly.

3. "A Guessing Game"

The child rules or folds a sheet of paper into four sections. In each section he draws a picture and puts the first letter of the word descriptive of the drawing. Example, a drawing of a caveman and a dinosaur with the letter p--------- in one corner. Another child guesses the word. (These sheets can be cut up and jumbled.)

4. "Sematics"

A list of words each of which has a number of different meanings,example, draw,match, is written on the board. The child writes a number of sentences showing different meanings of the word. Each shows a sematic variation of the word. The sentences are then read orally.

5. "Prefixes"

The prefix is announced. Example, auto. Each child gives a word beginning with it, as automatic, autocrat, automobile.

6. "Suffixes"

A root word is announced, example, electric. A child gives as many words as he can that are formed from the root word. Example, electrical, electrician, electrify. He scores a point for each word given. If another child can add to the list, one point must be deducted from the original score for each word given by the other members of the class.

7. "Dictionary Fun"

Each child opens his dictionary at random or to a specified letter. He selects a new word, reads its definition, selects one meaning, and uses the word in a sentence to show the meaning given in the definition selected. If done correctly he scores a point for his team.

8. "Antonyms"

Teams are formed of five or six members each. The teacher announces a word, as relinquish, then uses it in a sentence similar to the way it was used in recent classroom work. Each

child on a team, in turn, gives words that are opposite in meaning, as retain, grasp, maintain, restrain. A point is scored for each member of the team that supplies an antonym. If a member of another team can supply additional ones, two points for each word may be credited to his team.

9. "Synonyms"

Conduct this activity in the same way as the one described under antonyms. The words accepted must mean about the same as the word announced.

10. "Association"

A child announces a word; as lawyer. Each child names a word associated with it, as will, court, trial. Teams may be arranged and the activity carried on as described under Antonyms.

11. "Classification"

A child announces a word, as time. Each child names an item that belongs to that category. Examples, hour, second, century.

12. "Latest Words and Teams"

A chart of words in current news may be kept. Examples, telecast, atom, astronaut.

13. "Crossword Puzzles"

The teacher or several of the more advanced pupils can construct puzzles for others to work.

Across

loyal	1. Faithful
hideous	2. Horribly ugly

14. "Word Hunt"

The teacher writes a word, as alternate; then she uses it in a sentence. The children are to listen to what people around them say and notice whether they hear the same word. After twenty-four hours each child relates when, where, and how he heard or saw the word used. It has been said that a new word will be heard three times in the next twenty-four hours after it is first seen or heard. Some children find pleasure in testing that statement.

15. "Malapropisms"

The teacher prepares sentences on slips of oak tag, using the incorrect form of a word. The child reads orally the sentence he draws from the pack. He pronounces the incorrect word and then reads the sentence using the intended word. If approved, a point can be scored for his side.

16. "Letter Out"

The teacher lists, on the chalkboard, words with one letter left out. Examples: inf-red, mid-y. The first child tells the letter omitted, pronounces the word and uses it in a sentence to reveal a correct meaning. Scores may be kept.

17. "Change a Letter"

Write the word, example, bride on the board. The first child changes one letter in bride so that the word formed will mean just plain salt water, brine. The leader gives each definition in turn. Each player changes only one letter in the last word to form the new word that matches the definition given.

Just plain salt water..... brine

On the edge of things..... brink

To wink the eyes..... blink

Oblivious to everything..... blind

Light-haired..... blond

A red-colored fluid..... blood

Another name for a flower..... bloom

Something to sweep with..... broom

Husband of the bride..... groom

18-32. These techniques may help pupils who are fairly deficient in in their vocabulary.

18. "Add On"

Lists of three words belonging to a category are followed by blank spaces. Pupils are encouraged to think of other words that fit the same classification. Examples:

a. small, minute, little, _____, _____

b. coat, hat, shoes, _____, _____

c. dog, cat, horse, _____, _____

Probable answers can appear on the back of the exercise.

19. "Classifying Words"

Present list of words which pupils must classify under three or more headings. Examples:

				Vegetables	Fruit	Meats
a.	carrots	d.	celery			
b.	apples	e.	oranges			
c.	pork	f.	lamb			

20. "Cross It Out"

Lists of words which belong to a specific classification are presented along with one word which is completely foreign to the group. Pupils are told to cross out the word which does not belong with the others. Examples:

a. run, jump, walk, sleep, crawl

b. cold, hot, windy, chilly, torrid

c. milk, turpentine, cocoa, coffee, tea

21. "Label Me"

On a piece of tag board paste a large picture of any scene relating to the unit being taught. Provide small word cards and put these in an accompanying envelope. Pupils are directed to place the word cards on or near the proper items in the picture. Correct answers in the form of pictures can appear on the back of the individual word cards. (For use with individual pupils, potentially self-directive.)

22. "Matching"

Prepare parallel columns of synonyms or antonyms and direct pupils to match the two. Examples:

a. strong ..... a. gigantic

b. large ..... b. powerful

23. "Picture Dictionaries"

Pupils are instructed to build a dictionary of words they have encountered in their reading. Old books, magazines, work books, and newspapers can be furnished to provide pictures for illustrating the words. Pictures can also be drawn by the children

for illustrative purposes. A shoe box that has been painted with tempera colors is fine for housing the materials. Dividers can be cut from tagboard and labelled with the letters of the alphabet.

24. "Prefixes, Suffixes, and Word Stems"

Devise exercises consisting of three prefixes, suffixes, or word stems for which examples of usage are given. Pupils will think of additional words. For example:

a. pre (before): preheat, preschool, _____,_____

b. re (again, back): repay, refill, _____,_____

25. "Puzzle Words"

Furnish pupils with space blanks designed to accommodate words which are defined. The definitions should be in mixed order. Examples:

a. The wife of an American Indian (squaw)

b. A raccoon (coon)

In addition to this, encourage children to cut out the crossword section in the newspaper, and bring to do in skill periods. Make sure dictionaries are available in the classroom. Discuss afterward the different words and meanings.

26. "Riddles"

Riddles can be used to stimulate dictionary usage and interest in new words. Example:

a. There are many of us in Norway. We are frequently long and narrow. Steep, rocky banks come right down to the water of which we are made. We are called _____.

27. "See, Hear, of Smell"

List words which fall in one of these sensory categories. Pupils are expected to classify words. Examples:

a. tulips

b. clocks

c. sunsets

28. "Seeing Relationships"

Lists of sample words having a certain relationship to each other are followed by several words in parentheses. The pupils must find and underline two words in the parentheses that have the same relationship as the sample words. Examples:

a. baker, bread (sailor, tailor, mason, teacher, clothes)

b. cup, coffee (bookcase, table, store, dresser, books)

29. "Stick Me"

Paste pictures of objects on a suitable sized square of corkboard. Type words on small squares of oaktag and pentrate each with a common pin. When a pupil who engages in this activity finds a picture which matches a given word card, he labels it by pushing the pin through the picture into the corkboard beneath.

30. "Think of the Word"

Sentences containing word groups for which an individual word can be substituted are presented. The pupil writes the word needed. He consults the dictionary if necessary. Examples:

a. The man was being very careful because the ice underfoot was thin. (cautious)

b. The general was afraid the enemy would gain a victory

over them. (defeat)

At times discussion of answers may be necessary as those given by pupils may be equally acceptable to the one you designate as being correct.

31. "Which Is It?"

Sentences are prepared, with two inserted words in parentheses. The pupil chooses the one he considers correct. Examples:

a. The man was (right, write) about expelling him.

b. The boy (road, rode) the horse home.

32. "Yes or No"

Numbered lists of words are followed by statements relating to the words. Pupils answer each statement with 'yes'or 'no'.

Examples:

a. onion (This is something that makes your eyes water.)

b. cucumber (Your father drives this to work.)

c. bathe (You do this in a bathtub.)

As was suggested earlier tracing the etymology of words has proved interesting to many pupils. The following are suggestions which could be used here:

1. Making lists of words and phrases derived from specialized sources: Examples: Mercurial, Olympian, Plutocrat, thermos, pyrex, jello, deep-freeze, kodak, valentine, boycott, women's lib, Unesco, burke.
2. Making lists of words that have changed their meanings greatly over a period of time: gossip.

3. Making lists of words or expressions that have evolved from slang usage: Examples: slob, has-been, yuk, blurb.
4. Making lists of words that have different meanings in different localities: tonic, soft drink, elevator.
5. Getting children to write down expressions peculiar to their community. Getting them to interview older citizens in the community to find out about Newfoundland expressions and vocabulary of old, as well as tales and traditions or superstitions.
6. Making lists of words that have come from a particular foreign source or language: Greek-pathetic, Psychology; German, frankfurter.
7. Making lists of words that have come from American frontier and pioneer days: bobsled, bullfrog.

SOME EXERCISES IN ANTONYMS AND SYNONYMS

In the first exercise the following steps could be taken:

1. Give the pupils several examples of opposites.
2. Ask the pupils for examples.
3. Distribute copies of the exercise to the pupil.
4. Show the pupils how to do the example.
5. Do another example with the pupils if necessary.
6. Discuss the responses in order to clarify concepts.

Exercise I.

Look at the word that is underlined. Find a word in the same row that is opposite in meaning. Circle the word.

Example: High: hot, up, low, sad

1. Up: fast, down, above, sky
2. Go: air, stop, move, take
3. Light: day, dark, white, sun
4. Inside: on, above, outside, under
5. Morning: light, night, sleep
6. Funny: joke, smile, laugh, sad

In the blank write the opposite of the underlined word:

Example: Old new

1. good _____
2. boy _____
3. cold _____

Exercise II.

From these words choose the antonym of the underlined word in each sentence and put its number in the blank space.

1. synthetic 2. thrive 3. refreshed 4. ignite

1. We were exhausted by the long walk back to camp._____
2. How many men were needed to extinguish the blaze?_____
3. We thought the dress was made of some natural fibers._____
4. Tobacco plants fail in cool, dry climates._____

When use of such exercises is to teach and not to test, it is best to work with small numbers of sentences and include no more test words than there are sentences.

Exercise III.

Read each sentence and note the underlined word. From the group of words corresponding to the number of the sentence, choose the one

you think is the closest meaning to the underlined word. Be prepared to explain your choice.

1. After the game and the fight that followed we were all weak and confused.
2. The enemy planes never reached their vital target.
3. Mr. Steele bought an entire block of seats for the show.
4. Put your numbers in the blank space before each sentence.
    1. a. puzzled b. bewildered
    2. a. essential b. important
    3. a. section b. form
    4. a. unfinished b. expressionless c. empty

Exercise IV.

Circle the words in each row that are opposite in meaning.

1. hard, mean, tight, soft
2. few, many, little, most
3. light, empty, heavy, bare

Exercise V.

Circle the words with similar meanings. There may be more than two in one group.

1. free, release, hold, give
2. warm, cold, heat, fire
3. clear, contain, hold, possess

COMMERCIAL MATERIALS FOR IMPROVING VOCABULARY

A. Games

1. Grab A sight vocabulary game for remedial or classroom teaching.

    Three levels: Grab Junior (sets I and II), Grab Senior

(sets III and IV), Advanced Grab (sets V and VI). For use with two to four children, potentially self-directive. $1.75, Teachers Supplies.

2. Group Word Teaching Game. A bingo-type game designed to teach the twenty-two basic sight words evolved by Dolch. (These words constitute more than fifty per cent of all words encountered in ordinary reading.) $2.50, Garrard.

3. Read to Read Puzzles. A set of four puzzles that provide drill in matching word forms, associating words with pictures, and building a sight vocabulary of common primer words. (This would be used with one or two of the very weak pupils.) Garrard.

4. Tumble Words. A vocabulary building game consisting of lettered cubes and a shaker. The object of the game is to build as many words as possible from the letters appearing on the cubes after they have rolled from the shaker. A point system is described for recording the successes of the players. (For use with two children or a group, potentially self-directive.) $1.00, Kohner Brothers.

B. Workbooks or Skill Development Books

1. A World of Words by I.F. Forst, G. Goldsberg, and A.L. Bock, Philadelphia: Winston. This workbook has as its principle objective the building of vocabulary for junior high students.

2. Think and Do by W.S. Gray, A.S. Artley, and M. Monroe; Chicago: Scott, Foresman and Co. A series of workbooks covering one to eight which can be used by pupils who need carefully planned practice.

3. Reading for Meaning available from the School Supplies Division, Department of Education. Books 7, 8, and 9 are accompanied by workbooks for comprehension skills, vocabulary development and study skills.

4. New Modern Reading Skilltext Ontario: Charles E. Merrill, Co., 125 Norfinch Drive, Downsview. Books 1, 2, and 3 are accompanied by workbooks with exercises in comprehension, vocabulary development and study skills.

5. Be a Better Reader deals with all skills including vocabulary and in the areas of maths, science, social studies, and literature. Prentice-Hall, pub., 1870 Birchmont Road, Scarborough, Ontario.

ACTIVITIES FOR STRUCTURAL ANALYSIS

1. Authors with Endings (game)

Words are printed on corners of cards with four cards to a set. A set consists of four words that have the same ending. This can be highlighted by underlining the endings in red. Each child is dealt four cards and one child begins the game by calling for a word with a given ending. If he gets the word, he may continue to call for words. When his opponent indicates that he does not have the ending called for, the child draws from the deck of cards that is face down on the table. The child who acquires the most sets wins. (For use with two to four children.)

2. Baseball (game)

Two groups of children are chosen. The pitcher flashes a word. If the batter can tell the number of syllables in the word he has made a hit and moves to first base. If he has made a hit and the next batter also scores a hit, he moves to first base and the previous batter moves to second. Soon the runs begin to come in. Teams change sides just as soon as three outs (wrong answers) have been given. The team with the most 'runs' wins.

3. Suffixes

1. The child is given a list of words containing suffixes. He identifies the root word in each word.
2. The child is given a list of words containing suffixes. He uses the root word in a sentence.

3. The child is given a list of unknown words. He separates the suffix from the word and pronounces both suffix and root word.
4. The child is given a list of words with definitions under or after each word. He adds one of a given group of suffixes to the words so the newly formed word complies with the definition after the word.
5. The child is given a list of words. He makes new words by adding a given suffix to the words on the list.

4. Prefixes

1. The child is given a list of words. He writes a given prefix before the words and gives the meaning of the new words.
2. A series of sentences with one word missing in each is given to the child. He fills in the words using the correct prefixes.
3. A group of prefixes and a list of words with definitions are given to the child. He adds one of the prefixes from the group to each word so it corresponds to the definition written after each word.
4. A list of words with prefixes is given to the child. He writes the words without the prefix and indicates how the meaning has been changed.
5. The child is given a list of unknown words with a known prefix. He finds the meaning of the new word.
6. The child is given a list of words with prefixes and underlines the prefixes.
7. The child is given a list of words containing common prefixes and underlines the root word.

5. Exercise on 'Dis'

Present the following sentences for reading by the pupils. Call attention to the underlined words with the similar elements. Have the pupils identify the root words without the prefixes.

1. Scientists disagree about the cause of lightning.
2. My father was displeased when he saw the low grades on my report card.
3. Our teacher disapproves of rough games.

Ask the students how the meaning of the sentences will be changed if the prefixes are left off the words. Have the pupils complete the following:

When added to a word the prefix 'dis' causes the word to take on its OPPOSITE meaning. The prefix 'dis' often means NOT.

Using these words (or any others) illustrate that 'dis' is often just a negative prefix to which no single general meaning can be attached. Have pupils identify the root words and discuss the meaning when the prefix is included and when it is omitted.

1. The police captured the bandits and disarmed them.
2. My room is always disorderly.

Additional example words: disappear, disgrace, dislike, disband, disobey, dishonest.

In the blank space put a word containing the prefix dis that has the same meaning as the word or phrase following the sentence.

1. As we watch, the sun will _____ over the horizon. (go out of sight)

2. We were afraid the spilled water might_____the beauty of the painting. (Mar the figure or appearance)

3. The judge showed proper_____in refusing the bribe. (lack of self-interest)

Use each of the following in one good sentence: disunity, displace.

Other prefixes and suffixes can be taught in a similar manner so long as the pupils have some words in their vocabulary containing the affix to be taught. Like all inductive teaching, this pattern depends upon what the pupil knows.

After several common prefixes and suffixes have been presented, pupils may be benefited by grouping them on the basis of meaning similarities.

dis: disagree, dislike

de; defrost

un: unable, uncertain

im; in: inactive, impossible

These are prefixes that reverse the meaning of the root word.

Prefixes that intensify the meaning of the root word are:

ad, ac: accelerate

ex: exalt

com, con: confide, complete

ultra: ultraconfident

Suffixes meaning 'full of','having','characterized by'

able, ible; edible, moveable,

y: gloomy, sleepy

ous: curious, furious

After any Greek or Latin form has been learned, deductive exercises become a challenge.

Example: If arche means 'chief' or 'beginning', what do the following words mean?

1. archangel 2. architect

Have a card file kept by students of the different suffixes and prefixes and their meanings with each used in a sentence.

COMPREHENSION SKILLS

The end product of an effective reading program is getting pupils to grasp meaning of the words, which they perceive. Unless they understand the printed word, their reading becomes a mechanical process and is of little use to them in everyday reading experience.

SOME GUIDELINES FOR TEACHING THE COMPREHENSION SKILLS

1. Comprehension is a sum total of many skills to help each child develop the ability to read with many degrees of comprehension- to generalize when needed, to read for details, to secure an isolated fact, or to read to discern whether a statement is a fact or an opinion.
2. Do not attempt to teach all aspects of comprehension at the same time. Take one aspect and make certain that the child can do this adequately before proceeding to another related aspect.
3. If comprehension skills are to be developed adequately, instruction must be of a sequential, direct nature.
4. Break down the teaching of comprehension into manageable portions. For example, when teaching main idea, start this by making certain that the children understand the full meaning of a sentence. Then continue until they can select the main idea from a paragraph and then the most important idea from three paragraphs, and finally, how to determine the main idea of a longer selection.

5. Meaningful practice must be provided and continued once a skill has been taught.
6. To teach comprehension skills, reading material at the pupil's level must be used. (i.e., his instructional level, where the pupil should be able to pronounce at least 95% of the running words of a given selection.)
7. Link reading comprehension, wherever possible, with other language activities, particularly writing. Full reading comprehension is not obtained until the reader can formulate the author's ideas in his own words. For example the teaching of the selection of main ideas in reading can well be linked with the teaching of how to write a paragraph.
8. One of the most valuable ways of improving comprehension is through the discussion of mistakes made by pupils either in a group or individually.
9. The posing of provocative questions by the teacher about the reading is still one of the most effective ways of stimulating children to think as they read, and to think about what they read. If children in a particular classroom are always asked such questions as "How many goats did Uncle Ben have?", "What color were the goats?" or "How large were the goats?" they will soon understand they are always to read for facts and for no other purposes. Children must be taught to read for many purposes and to use a number of techniques.
10. Comprehension skills must be taught by every teacher in every content area.

THE CONTENT AREA TEACHER AND THE TEACHING OF COMPREHENSION

The content area teacher cannot excuse himself from the responsibility by saying that he has not had formal training in the methods of teaching reading. If he will follow the following outline, the comprehension skills of each of his pupils will be strengthened.

1. Building a Background of Readiness: The teacher builds a background of understanding for the material by introducing and explaining concepts and words which may be difficult or strange to the majority of pupils. A discussion is held relative to any experiences which any of the students might have had with regard to the topic to be discussed.
2. Constructing Guiding Questions: In order for the comprehension skills to be developed adequately, each student must have a purpose for reading. A list of guiding questions which have been supplied by the textbook author, the pupils and/or the teacher should be understood thoroughly by all class members before any silent reading is assigned.
3. Undertaking Silent Reading: After the guiding questions have been established, each child should be asked to read the material silently (provided it is on his instructional level.)
4. Discussing the Assigned Reading: Following the silent reading, a discussion should be conducted in light of the questions which are posed previous to the silent reading. If answers could not be found for the questions, additional source

material should be suggested by the teacher.

5. Creating Further Interest: Additional meaning and understanding of a particular subject can be gained through the use of audio-visual aids such as pictures, films, and filmstrips. Projects involving art and drama techniques may be undertaken to stimulate further interest.

SOME SUGGESTED ACTIVITIES FOR TEACHING THE COMPREHENSION SKILLS

The pupils must be made to understand that the term 'comprehension' is a blanket term which is composed of at least nine segments. Pupils should be taught to read for any of the following purposes: to find the main idea, to select pertinent details, to summarize and organize, to follow directions, to predict outcomes, to differentiate between fact and opinion, to follow the writer's plan and intent, to read charts, tables, maps, graphs, to grasp the sequence of events, etc.

1. Reading to get main idea - This skill is basic to several comprehension skills such as reading to generalize or to differentiate between fact and opinion.

   a. Suggested steps in teaching main idea:

      Step I: Recognizing key words in sentences.

         A. reducing sentences to telegraph form

         B. underlining key words in sentences

      Step II: Recognizing key sentences in paragraphs

      Step III: Recognizing the main thought of a paragraph

         A. when the main thought is expressed in a key sentence at the beginning of a paragraph

B. when the main thought is expressed in a key sentence at the end of a paragraph

C. when the main thought is not explicitly stated but must be inferred

Step IV: Application of the steps above to continuous material from content area textbooks.

b. Ask pupils to read a selection of three or four paragraphs and select from several titles which one would be most suitable. After completing the exercise discuss the reasons why certain titles would not be satisfactory.

c. List the title of a chapter along with various sub-titles and ask each child to summarize in two or three sentences what he thinks the author has discussed.

d. Provide each student with a copy of a three paragraph non-fiction selection. List four sentences below the selection, one of which represents the main idea. Ask him to choose the main idea and to tell why the other sentences are not appropriate.

e. Give the children a copy of a newspaper or magazine which is written on their instructional level. Select an article and have them construct a sentence which represents the main idea of the writer.

f. Another variation of Number Four is to delete the title given the story or article by the editor and ask the pupils to write an appropriate title of their choosing.

g. Use additional examples of the following:

Which statement does not relate to the topic sentence?

Topic sentence: Shoes are made largely by machines.

1. Leather is cut out by machines into the shapes for the different parts of shoes,

2. Some parts of the shoes are tacked together by machines.

3. Machines with strong needles sew other parts together.

4. Leather gloves are also sewn by the machines.

h. Read the following sentences.

1. If burning fireworks or other materials contain boron, the flame will be green.

2. If they contain sodium, the light will be yellow.

3. Calcium produces a red light.

Which of the following topic are those sentences most closely related to?

1. Fireworks burn with different colors.

2. Certain chemicals burn with a particular color.

3. Chemists often burn material to test it.

i. Read the following paragraph and choose the best topic sentence from the three choices below it.

Snow falls in some parts of Alaska when the temperature is fifty degrees below zero. In Eastern Siberia snow has fallen in temperatures of 40 below; in that part of Siberia that has recorded temperatures of 94 below, snow has fallen.

1. Is it ever too cold to snow?

2. Siberia is the coldest place in the world.

3. Cold weather makes it difficult to live in Siberia.

2. Reading to select pertinent details - This skill is essential in all of the subject matter areas. Pupils can be helped to develop this important ability by providing exercises such as the following:

a. Have the pupils read a factual selection silently which is about three paragraphs in length. Ask each of them to turn over the sheet and to record as many different facts from the selection as possible. The class should be told of the plan before silent reading is undertaken.

b. Using the same type of exercise as described in Number 1, ask the students to underline all phrases which are keys to important details. An exercise such as the following is useful for this purpose.

Directions: Underline all words and phrases which are keys to important details. The first sentence is done for you.

The first president of the United States was George Washington. He was born in 1732 and was destined to be a surveyor and a military leader. He was a tall man and came from a wealthy family. He died in 1799.

c. List the main points of an article and ask each child to record all of the details which are related to each of the main points.

d. After the pupils have read a section of material which contains a large number of details, provide them with additional copies of the same material in which blanks have been left on which they are to record significant details such as names, places, and dates. Give them the original copy and let them check their papers in order that they might understand the types of details which need

more training emphasis.

e. Let the pupils look at a picture which contains a large number of objects. Ask them to describe the picture using as many factual words and phrases as possible.

f. Asking pupils to write a news report stressing the concepts "who", "what", "when", "why", and "where" is a good way to impress upon them the need for remembering details.

3. Reading to summarize and organize-- One of the more intricate skills in comprehension is the ability to gather together all of the details and subsequent main ideas and compile a summary of the information. To be able to make the summary the reader must be able to see the relationship between the details and the main ideas and how to make these clear to another person who is reading the same summary. Summaries would be especially helpful in such subjects as social science and literature.

Exercises such as the following may be used to promote proficiency in the summarizing skills:

a. Have students read a poem or short non-fiction selection and ask them to select the statement which best represents the summation of the information presented.

b. Indicate to pupils the importance of such words as 'first', 'second', 'initially', and 'finally'. These words aid or give a hint to important statements and thus help in the formation of a summary. Attention should be given to the words whether they are used in print or spoken.

c. Provide copies of a summary and the selection from which the

summaries are made. Make a deliberate effort to include statements in the summary which are not pertinent. Ask the pupils to draw a line through the irrelevant sentences.

d. An interesting alternative to number 3 is to use an overhead projector and show an outline of a topic on the screen. Purposely place different aspects of the topic in an incorrect order and ask the pupils to tell why the outline is incorrect.

e. Provide each student with a news article and ask him to supply a suitable headline. Compare the headlines with the original headline which was supplied by the newspaper editor.

f. Ask each pupil to read a fable and to select the most logical moral from a list of possible morals which are listed at the conclusion of the story.

g. Have the pupils tell what a story was about in one or two sentences. Have the best summaries read to the class and explain why they are good.

NOTE: The teacher should require pupils to attempt summarizing often, providing the best possible guidance. Provide positive criticism of weak summaries, and give general pointers to the group on summary writing, such as explaining that summaries omit anecdotes, examples, and illustrations. Frequent guided practice with summary writing will pay dividends in many other areas of language development. It is one of the most important areas or skills to be developed, especially for the pupil at the intermediate and upper grade levels.

4. Reading to grasp the sequence of events - The reader must be able to catalogue events in order to understand the 'who,' 'what,' and 'where,' of given situations. The use of time lines and charts to plot the sequence of events may be a meaningful manner for showing the importance of this skill. By making use of time lines, for example, the entire sequence of events can be continuously charted as the school year progresses.' Additional suggestions such as the following may also be employed.

a. After reading a story to the class members, ask them to make a chart showing what happened first, second, etc.

b. As indicated earlier, time lines can be constructed which would employ pictures as well as line facts. The line can be planned for a period of one week, six weeks, etc.

c. Many incidental questions can be asked which will stimulate proficiency in this area. For example, while studying the different aspects of World War I, one might ask, "Was Nfld. a province at that time?" or "Was Lester Pearson Prime Minister after or before this event?"

d. Present different segments of a story in scrambled form and ask the class members to rearrange the parts in proper sequence.

5. Reading to make comparisons - This skill is important in many content areas. Probably the best way to help students develop this skill is through questions asked by teachers:

1. How is _____like_____?

2. Is_____the same as_____? Why not?_____

3. Which three_____are most alike in_____?

4. Compare_____with_____in_____.

5. How does_____today resemble_____in_____?

6. How is_____different at the end of the story? Why?

6. Predicting outcomes - The mature reader is one who not only comprehends fairly well, but can assimilate a few important details, think ahead, and guess the outcome of a particular selection, or situation.

Pupils can learn to become"active" readers by developing this skill. A variety of guiding questions can be used; sometimes they should be given at the outset of the selection to encourage students to guess what is going to happen, while at other times, it is more constructive to have them read several paragraphs of a selection and then predict how the story is concluded.

Some of the following suggestions may be used for developing this skill.

a. Provide pupils with the first three paragraphs of a story. The third paragraph should build to a climax. Ask them to complete the story in three more paragraphs.

b. Multiple-choice statements can be constructed which will develop the skill of predicting outcomes. As an example, one might write "If black paint and white paint are mixed, the resulting color will be: (1) green, (2) gray, (3) blue, (4) yellow."

c. The skill can be practiced profitably in arithmetic by asking pupils to estimate answers to certain problems. If they are able to estimate accurately, they can ascertain the correctness of a given answer with a greater degree of accuracy.

7. Cause and effect - Recognizing the events leading to a happening. This skill may be developed through teacher questions either before and/or after the reading of a selection. Examples of the type of questions:

1. What did the boy make_____?
2. How did the boy make_____happen?
3. When the girl _____, what had to happen?
4. What two things led up to_____?
5. Why did_____happen?

8. Reading to differentiate between fact and opinion - Of all the skills, critical reading may well be one of the most important neglected areas in language arts instruction. All forms of communication bombard both children and adults to take sides in an issue or to buy a particular product. Students should be asked and indeed encouraged to express opinions regarding the truthfulness of given statements which they find in various selections. They should be taught the difference between reality and fantasy and be able to recognize each in its proper context.

In order to be a good critical reader, a pupil must read in a questioning manner in order to forestall amy incorrect impression which might be brought about by the writer's prejudices or biases. He thinks with the writer and attempts to answer the questions which are included below.

Reading critically is a relatively slow phrase by phrase, sentence by sentence operation, and requires the careful attention and concentration of the reader. He is alert to the several propaganda techniques and deals with them accordingly.

Pupils can be aided materially in learning to read critically. A mere knowledge of the importance of critical reading is not enough to insure that they know how to apply the skill. The children need direct training as suggested by the following exercises:

a. Every child should be taught to read printed material with the following questions in mind:

   1. Who wrote the material and his qualifications?
   2. When was the material written?
   3. How does the information supplied by this author compare with information on the subject by others?
   4. What is the author's chief purpose for compiling the material?
   5. Does the writer support his point of view with appropriate evidence?

b. Give each child a sheet on which the following statements have been printed. Discuss each statement with them in light of the questions indicated above.

   1. Mr. George Brown, a farmer, said that all commercial planes should not travel faster than 300 miles per hour.
   2. The best news broadcast is on radio station BLZ.
   3. A recent survey indicated that FIZ was the most popular of all soft drinks now on the market.
   4. Buy a Timeright watch - it's later than you think.
   5. The leading cause of automobile wrecks in Canada is excessive speed.
   6. Brazil has a higher population than France according to a Knowitall encyclopedia.
   7. A number of leading citizens from X country have been convicted for committing serious crimes in this country. Canadians would do well to avoid visiting X country in the future.

8. The most beautiful place in Newfoundland is Bonne Bay.

9. The author of our social studies book says that Montreal is the largest city in Canada.

10. A candidate for election to the House of Assembly indicated that unemployment in Newfoundland is at an all time high.

c. Construct three or four paragraphs relating to a given subject. Purposely place several irrelevant statements in the selection. Ask the pupils to draw a line through all such statements.

d. After studying different propaganda techniques such as the use of testimonials, use advertisements to analyze techniques employed.

e. Have pupils underline words and phrases in a selection which are employed by the writer to evoke anger or emotion.

f. Encourage students to bring statements from a newspaper or book which indicate opposite viewpoints on a given subject.

9. Evaluating content - An important skill probably best taught through proper teacher questions:

1. Did you enjoy your story? For what reason?

2. What do you think of_____in this story?

3. In the textbook, the author tells us that_____felt _____. Is this a fact or the author's opinion?

4. This story has a happy ending. Should all stories end happily? Why?

5. Write a short story about your favourite person in history. Tell why this person is your favourite.

6. The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?

READING IN THE CONTENT AREAS

Many pupils encounter a considerable amount of difficulty when mastering the various texts and source-books in the areas of science, mathematics, and social studies. If children are to read content materials successfully, provision must be made for specific instruction to insure this objective.

I. READING IN THE SOCIAL STUDIES

Since the social studies area contains its own special vocabulary, time must be spent in presenting the new words and phrases which may be strange and difficult.

Some suggestions to help develop vocabulary.

a. Place the new words on the board and help the pupils understand the correct pronunciation for each word or phrase. Illustrate the meaning of the words and phrases by providing study sheets which contain sentences in which the meanings are clearly indicated.

b. Encourage pupils to construct and use a personal file of new vocabulary words which have been encountered. Using this and his own dictionary, he should indicate the correct pronunciation of each word, the several meanings which the word might have (particularly within the scope of the social studies topics) and how it might be used in a sentence.

c. Serious dictionary study may well be developed around a study topic in social studies. During the study, pupils should be asked to select the one meaning which applies to

a particular word found in a contextual situation. Many authors of social studies materials provide glossaries which should be used as a major tool in dictionary word study - in fact, glossaries may well be used as a primary source and the dictionary as a secondary source.

Suggestions to help develop concepts and comprehension:

a. Relate new concepts to pupils' own experiences whenever possible. The teacher might lead his pupils to a better understanding of 'Nationalism' for example, by first discussing school spirit, pride, family loyalty, or any other related matter that pupils know first hand.

When it is not possible to relate a concept to their background of experience, provide vicarious experience through discussion, films, photos, or models.

b. Determine the general organization pattern followed in the pupils' textbook and lead them to an analysis of it. Help them answer such questions as the following: Does the book use a chronological order of development? Is there an emphasis upon cause-effect relationships? How extensively does the author use headings and subheadings? How are separate chapters related? How inclusive are the summaries? Does the author provide clues to main points through questions following the chapter?

c. Aid pupils to detect the author"s general approach to his subject. Does he emphasize people or events? Is he an objective reporter of facts? How extensively does he

inperpret events? Does he carefully qualify his conclusions and assumptions? Is he consistent?

d. Require a frequent breakdown of content into premises and conclusions in order to examine their relationship and evaluate their logic.

e. Occasionally extract material such as several of the author's conclusions and present them for students to designate as fact, opinion, or generalization. Have them return to the textbook context to verify their judgement.

f. After a discussion of the techniques of slanting and proaganda, have pupils bring in examples collected from the newspapers, magazines, or television.

g. As a basis for an occasional discussion, choose an article from each of several newspapers or newsmagazines that treat the same subject or event from different points of view. Guide the students through an examination of how each position is treated and defended.

h. When social studies material is colorless, a catalog of events enlivened only by an occasional anecdote or political cartoon, pupil interest quickly fades. Perhaps more than any other subject social studies needs considerable enrichment, both in the teacher's presentations and in the use of interesting supplementary materials. A classroom library of paperback books, newspapers, magazines, and historical novels is almost a necessity in maintaining the pupils' interest.

i. Reading graphs, tables, and maps to help understand certain facts in social studies is a vital skill which should be thoroughly and carefully taught by teachers.

j. The teaching of social studies should encourage more than a perfunctory reading of material. Understanding at the comprehension level can be achieved in three ways:

1. Translating - being able to state something accurately in your own words is a sign of comprehension.

a. Translate a problem from the abstract to more concrete terms.

b. Translate a lengthly part of a communication into briefer or more abstract terms.

c. Translate an abstraction such as a generalization by giving an illustration or example.

2. Interpretation - a person is required to understand the basic ideas in a communication and go a step further to understanding the relationships of these ideas; he must grasp the significance, the point, of the selection he is reading:

a. Regularly ask questions which will require some particular type of interpretative response from the pupils, i.e.

i. Reasoning from effect to cause. (Accept any good, logical possibilities as answers and also encourage any divergent thinking.)

-Why are cars many different colors?

-Why do people read newspapers?

-Why do we sit at desks rather than stand all day?

ii. Conclusions about possible effects.

-What would happen if everyone talked at once?

-What would happen if there wasn't any sunshine?

-What would happen if the bus had a flat tire on the way to school?

iii. Problem solving.

-How could you find your way home from a strange town?

-How could you find out how high the flag pole is?

3. Extrapolation - A person extrapolates when he makes inferences, draws conclusions, or predicts outcomes on the basis of some data. Pupils need much practice in this skill if they are to acquire the ability and propensity to use it. Discussions should accompany this work in order that the teacher can get some insight into the reasoning processes of his students.

II. READING IN MATHEMATICS

1. Vocabulary skills in Mathematics

a. Teach pupils to recognize the differences in words which are commonly found in arithmetic and in other subjects. The word 'principal' for example has an entirely different meaning when computing problems dealing with loans than when the term is used referring

to school officials.

b. Alert students to the importance of using the glossary for pronunciation, spelling and the meaning of such mathematical terms as 'percentage,' 'multiplicand,' 'sum.'

c. Help students to understand the full meanings of such abbreviations as mi., hr., ft., sec. Using the board, list all of the common abbreviations with their full word opposites. Use a brief teacher-made examination to evaluate each child's competency in this area.

d. After having studied several words and phrases which are relatively new to the pupils, ask each of them to explain a mathematical procedure using all of the words in the explanation.

2. Helping students to understand word problems

a. Each pupil should be made to understand that in solving problems he must determine: (1) What numbers and other facts are given, (2) What kinds of answers he is trying to derive, (3) What arithmetic procedure should be used, (4) The sequence of the steps to be employed for solving the problem.

b. The value of the slow, careful reading of each problem should be emphasized. While reading, the pupil should be concerned with the basic parts of each sentence, including important words or word cues and facts and figures which are important ingredients in solving the

problem.

c. Give students a list of basic facts and figures and let them construct word problems which will require the reader to use any one of several arithmetical procedures to solve the problems. One should emphasize that all necessary information must be included in each problem if it is to be understood and solved in a reasonable length of time.

d. Encourage the development of the skill in recognizing a sensible answer to a problem. If they feel that the answer is not reasonable, they should be motivated to reread the problem to see if they have failed to read significant parts of the problem.

e. Ask pupils to write the directions for understanding the meaning of certain kinds of mathematical tables. Other students should be requested to read the directions which have been given.

III. READING IN SCIENCE

The efficient reader of science material should be able to make use of a large number of sources in addition to the regular testbook. He should be able to understand the specialized construction of each source book including the table of contents, glossary, and index. His rate of reading should be adjusted according to the type and difficulty of the material and his purpose for reading. Some types of general material can be read at a rather rapid rate, explanations regarding the conduct

of certain types of experiments must be read at a slow, deliberate rate in order to grasp all of the details.

Adequate comprehension of materials in science is quite often difficult for many pupils due to the number of technical terms which are introduced. New words and concepts must be carefully presented and emphasized through the use of graphs, models, charts, and scientific instruments of various kinds. Words in order by themselves have no meaning, unless some experience is connected with them. The more intense the association with the word, the more meaningful the word becomes to the reader.

Suggestions for improving comprehension skills in science.

a. List the new words and symbols which are included in the unit on the board. Explain the pronunciation and meaning of each new word or symbol. Ask pupils to use these terms in written assignments which are meaningful.

b. Develop crossword puzzles which involve the use of new concepts. Encourage the children to construct similar puzzles and to exchange them with others.

c. Call attention to the use of the science glossary as a means of understanding new concepts.

d. Plan a thorough study of different kinds of graphs and whichever charts appear regularly in the materials. Request the pupils to interpret selected charts and graphs in terms of principles and/or conclusions which might properly be drawn from the plotted information.

e. Conduct chalkboard demonstrations which will help the students to understand scientific formulas. Ask them to explain a given formula in sentence form on a piece of paper. On other occasions, give a written explanation of a principle and ask the pupils to construct a formula which would convey the same information as the written version.

f. Accompany pupils on field trips to such places as observatories and weather stations. Brief the person at the location relative to the objectives of the science unit in order that he or she can clarify various points which may be difficult to understand from the textbook or other source materials.

g. Invite guest speakers to come to the classroom for demonstrations and explanations of various scientific topics.

h. Bring as much related resource materials (at various reading levels) as possible into the classroom and leave it for use by the students.

i. Plan assignments which will require students to use other materials than their textbooks.

STUDY SKILLS

There is a great need for instruction in study skills in the upper elementary grades and beyond because the amount of expository material pupils read at school begins to increase rapidly at this point. Guidance in the skills necessary for good comprehension of content materials must become an integral part of reading instruction. One major weakness in the reading programs of many schools is the separation of reading from the subject matter studies as if they were unrelated. Teachers in the content areas must constantly remind themselves that when they teach Maths, science, or social studies that they are still teaching (or should be teaching) basic reading and study skills.

1. SQ3R STUDY METHOD

The SQ3R is a somewhat sophisticated yet psychologically sound technique to enhance pupils' understanding and retention of expository material. The following description is a simplification of the approach.

a. Survey - A preview of the material is made by reading the summary, examining pictures, maps, or charts, and reading the headings and subheadings. In the absence of separate headings or for a more inclusive survey, topic sentences are read. The survey provides a type of readiness by revealing the nature of the content and the manner of its organization and presentation.

b. Question - As he surveys, the reader frames questions for himself

to answer later. As he gains insights into the topic in the survey, he should try to bring his previous knowledge to bear upon it, thinking always in terms of what he already knows and what he needs to know. Many of the author's headings may simply be turned into questions and either written down or kept in mind.

c. Read - The reader returns to the beginning of the chapter and begins to read the material carefully, (of one section) one segment at a time, focusing on finding the answers to his questions and looking for other pertinent information that he did not anticipate through the survey.

d. Recite - As he pauses after each segment on one topic, the reader 'tells himself' what he read. He answers the questions and specifies other main points in the material before proceeding to the next section. This 'thinking over' the content while reading in short unified sections is one of the most valuable features of the SQ3R.

e. Review - After completing the entire reading assignment, the reader now pulls together loose ends, attempting to make a unified whole out of the separate segments and answers to questions. By delaying this total review until time for class discussion or just prior to an examination, retention may be significantly enhanced.

One major benefit from teaching the SQ3R is that pupils learn that reading and studying are not identical processes, that merely reading an assignment from beginning to end may leave gaps in their

knowledge. Learning about this technique should convince them that thinking about the material in a special way before, during, and after the reading is as important as the reading itself. (For further explanation of SQ3R check the teacher's manual of an SRA Reading Lab.)

2. SUMMARIZING

See number 3 under Comprehension Skills.

3. OUTLINING SKILLS

Many students find subjects such as social studies and science difficult because they do not know how to organize information to facilitate retention and recall. Learning outlining skills makes the mass of information more manageable because students can organize material into main ideas and supporting details which are easier to remember.

Trying to teach the outline too quickly can be just as bad as not teaching it at all. It is far better to take the time to teach it well so that students learn each step thoroughly. The time spent will pay dividends when students use their newly developed skill to increase their learning ability.

The following sequence is suggested for teaching outlining:

Step I: Motivation through organizing lists of words. The teacher might begin by having students look carefully at a list of words for two minutes. Then cover the words and ask the students to write down as many words as they can remember. Since it is probable students will remember few of the words, the teacher

should ask them to rearrange the words into groups that have something in common. After the words have been classified into groups, have students study the words for two minutes, keeping in mind their association with each other. Have the students again write down as many words as they can remember. There should be an improvement. Have students discuss the value of organization as an aid to memory.

Step II: Organizing a paragraph-forming main topics. (See No.1, Reading to get main ideas, under Comprehension Skills.)

Step III: Organizing a paragraph forming main and sub-topics.

The teacher may begin by writing a paragraph on the board as illustrated below. Then students could work together to find the main topics and sub-topics. (Ex. on the right below.)

Key Sentence	Main Topics
1. A porcupine is well protected by nature.	Porcupine protected by nature
Confirming sentences	**Sub-topics**
2. Its color makes it quite inconspicuous in the forest.	Color inconspicuous in forest
3. When in danger, it crouches close to the ground, or to the tree on which it is climbing.	In danger, crouches close to ground or tree
4. Its quills will adhere to the body of its attacker, and can cause painful injury.	Quills wound attackers

The teacher should then present the pupils with other paragraphs to insure that they become proficent in forming main and sub-topics.

Step IV: Correcting an outline. Students are presented with an outline and a paragraph which do not agree in all respects. The purpose is to see if students can recognize sub-topics which have been ommitted or which are unnecessary.

Step V: Selecting the best outline. The students should be presented with a selection which contains at least four paragraphs. Each paragraph should be followed by several outlines. The students, individually or in groups, are to select the outline which is the most appropriate for each paragraph. i.e., the outline which gives the most complete and accurate information.

Step VI: Outlining details to support sub-topics. The teacher should explain to students that some paragraphs will include details that explain or lend support to some of the sub-topics.

The teacher should then place the following paragraph on the board with part of an outline which shows the topic and sub-topics. The class as an whole should complete the outline by filling in the details given in the paragraph.

Example: It is known that some insects such as mosquitoes may carry malaria and yellow fever. House flies carry typhoid fever, tuberculosis, and many other diseases.

I. Some insects that carry diseases

A. Mosquitoes

1.

2.

B. House Flies

1.

2.

3.

The students should then be presented with other sample paragraphs and partially-filled outlines to complete either individually or in groups.

Step VII: Learning the outline form. This seemingly simple process is very important because improperly taught and learned it can become a source of bewilderment which results in outlining not being used.

The lesson may begin with the teacher placing a standard form for an outline on the blackboard.

I. The first main topic

A. First sub-topic

1. Detail

2. Detail

B. Second sub-topic

1. Detail

2. Detail

II. Second main topic

A. First Sub-topic

1. Detail

2. Detail

B. Second sub-topic

1. Detail

The students should then discuss why it is important to use a basic outline form. They should come to the conclusion that the basic form helps keep ideas in the right order and one can tell at a glance whether or not an idea is a main topic or just sub-topic or a detail.

The teacher could use the outline on the board to get across the following points:

1. A Roman numeral stands before a main topic.
2. A capital letter stands before a sub-topic.
3. An Arabic numeral stands before a detail.
4. All Roman numerals must be lined up directly under each other. The same holds true for capital letters and the Arabic numerals.
5. Whenever a main topic is cut into sub-topics there must be at least two sub-topics.

Students should be given paragraphs to practice the basic outline form.

Step VIII: Encourage the students to use outlining to facilitate study in the content areas.

4. LOCATION SKILLS

The trend in education toward independent and self-directed study makes it vital that pupils learn to use basic reference tools efficiently. They should be taught and should be required often to use a table of contents, an index, library card catalog, and such basic reference tools as an encyclopedia, and an almanac. Perhaps more than any other study skill, the location skills should be taught when the need for

their use arises. There is ample opportunity in every grade beyond the third for individual or group research, which should create the need. No special commercial materials are necessary; pupils should be surrounded by the reference tools they must learn to use. The most effective way of teaching location skills occurs when one pupil or a small group asks the teacher, "How can we find out.....?" It is particulary important that the teacher remember that guided learning is much more efficient than trial and error. He should not be tempted to say, "Why don't you go hunt? See how well you can do before you ask me."

Keeping the following points in mind should improve the effectiveness of instruction in location skills:

1. Use guided discovery whenever possible in teaching the use of a reference tool. With the resource before them, ask the pupils questions that will enable them to draw conclusions about its use.
2. Explain any necessary terms, abreviations, or unique features of a resource tool, but don't bog down with meaningless drill on nonfunctional things like memorizing the subjects designated by the Dewey Decimal System.
3. Whenever possible, take pupils directly to the tool rather than providing a workbook page. For example small groups go to the library to introduce library or catalog cards.
4. Give meaningful assignments that will require use of various reference tools to improve and maintain pupils' location skills.

5. FOLLOWING DIRECTIONS

During an average lifetime, a given individual is required to demonstrate his ability to follow printed directions. A large number of adults have not developed this skill. Various individuals have need for completing income tax forms, studying recipe books, reading directions in a manual and reading 'fine points' in a contract.

In order to prepare citizens for these tasks, each pupil must be provided with systematic training in this very important skill. As a basis for the training, the children must be taught to listen carefully in order to construct a mental picture of what is to be remembered. Practice in learning to follow directions must make use of the materials and subjects which are a part of everyday assignments in the content areas. Each pupil should gain the feeling that to learn to follow directions enables him to participate more fully in class activities.

One must insist that each pupil read the full directions for an assignment himself if he is to feel a complete responsibility for interpreting written directions correctly. The teacher's attitude with respect to the skill is important. If she is satisfied with 'nearly' correct responses or condones 'careless' attitudes, the pupils can hardly be expected to develop efficiency in this area. They must understand that the directions for completing a standardized test or workbook page must be done accurately if they are to receive full credit for their work.

Practice materials used for developing skill here must be on the instructional reading levels of the pupils. A reader cannot

follow directions if he is unable to recognize certain key words. Students should be asked to circle or underline the occasional word which they cannot pronounce. Appropriate help should be given at a later time with respect to the difficult words.

Some activities:

a. Ask various pupils to read announcements to their fellow classmates and observe which pupils are able to follow the directions contained in the announcements.

b. A number of individual directions should be printed on one large sheet. Each pupil is to find the direction relating to him and perform the duty required.

c. Except for a brief introduction of the purpose for a given exercise the pupils should always be expected to read and follow the directions. If the directions state that a 'T' should be placed before all true statements and a child places a plus sign instead, all of these statements should be scored as being incorrect. Initially the pupil may feel this is a harsh practice, however, an impression will be made regarding the importance of following directions precisely.

d. Learning to follow directions accurately can be emphasized through the use of game activities such as the following:

    1. Read all of the following directions accurately before completing any exercise.

        a. Write the third letter of your last name in the following space_____.

b. Stand and say your first and last name. (Continue with more items and the last item may be 'Make no marks on this side of the paper but write your name on the back and give it in to your teacher.')

2. The directions for a given activity may be printed in a 'scrambled' sequence. Each student should be asked to place the statements in proper order.

3. Brief directions can be given orally for performing an experiment or making a project. Pupils should be asked to write the directions from memory. Papers should be exchanged and various students should be asked if they can follow the directions which are written.

6. FOLLOWING THE WRITER'S PLAN AND INTENT

An efficient reader must determine if the material is factual, fictional, or satirical in nature. Pupils need to be alerted with respect to the organizational procedures employed by the writer such as his use of headings, subheadings, marginal notes, summaries and questions. Most writers are consistent in their use of these devices. An understanding of these aspects helps the reader to achieve greater overall comprehension of the topics and to read with greater ease.

Some activities:

a. Ask pupils to outline materials in light of the writer's organizational procedures.

b. Demonstrate the plan of attack used for the first and last chapters of a given book in order to demonstrate the consistency of the author in presenting the body of material.

c. Ask various students to present different kinds of informational-type books and to comment on the different organizational approaches used by writers.

d. Give each pupil two or three page bulletins. Ask them to determine if the body of material is informational, fictional, factual, or satirical in nature. An appropriate discussion should be included.

7. UNDERSTANDING CHARTS, TABLES, MAPS, AND GRAPHS

In the areas of Social Studies and Science, teachers find that the use of a map, a graph, a table, or a chart is the most appropriate way to convey certain graphic information to the reader. Teaching pupils how to interpret these aids is very important. In all too many instances children have not been taught the value of these tools. Some pupils have the habit of skipping past this kind of material without realizing the relationship of the aid and the accompanying explanation.

When a table or graph is first introduced in a book, it is necessary to instruct the pupils on how to interpret it. A study of the special terms which accompany a map or chart must be undertaken in order that each student will understand the meaning of such terms as 'latitude,' longitude,' and 'average.'

Attention should be directed to the value of pictures and how information may be derived from studying and 'reading' such pictures. The association between the charts and graphs and pictures must be made clear.

Instruction in this important area should be of both the incidental and planned variety. A careful evaluation should be made early in the school year of each pupil's aptitude in this area and consequent plans made for corrective teaching in order to remove limitations. The incidental use of any or all of the following suggestions should be of value:

a. After calling attention to a graph or chart, ask pupils to respond to such questions as "What is the average temperature for the month of January in St. John's? or What country has the highest population?"

b. Supply the pupils with a body of statistics and ask them to make a graph or chart which will include this information. Constructive criticism of each pupil's project should follow. The information used for this project should be meaningful. The number of pupils enrolled in each grade in the school might well be an example.

c. Ask the pupils to make a map of the school neighborhood. Teach the importance and use of colors to denote population density and/or altitude. Check each map to see that each child understands the use of proportion with respect to distances among objects.

d. With the use of a map, require each pupil to find an example of each of the following: fiord, river, sea, capital, valley, mountain and ocean.

e. Multiple-choice type questions can be employed to evaluate a child's understanding of a chart, map or graph. After showing a contour of the United States, one might construct an exercise such as the following:

1. The highest mountain in the United States is:

   _____Mt. McKinley

   _____Mt. Everest

   _____Mt. Mailton

   _____Pikes Peak

2. St. Louis is situated by which of the following rivers?

   _____Missouri

   _____Mississippi

   _____Arkanzas

   _____Red

3. Which of the following states has the highest average elevation?

   _____Kansas

   _____Vermont

   _____Colorado

   _____Florida

f. Encourage each child to give explanatory talks concerning vacation trips which they have taken. Maps should be used by the speaker. Ask the various speakers to explain if the map represents the topography of the area correctly.

APPENDIX C

LIST OF HIGH INTEREST LOW VOCABULARY MATERIALS

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LIST OF HIGH INTEREST LOW VOCABULARY MATERIALS

FROM: SCHOLAR'S CHOICE
50 Ballantyne Avenue
Stratford, Ontario

Title	Author	Reading Level	Age Group	Cost
Dan Frontier and the Wagon Train	Hurley, W.	2.7	12-15	$3.20
Dan Frontier, Sheriff	Hurley, W.	2.6	"	3.20
Blaze Finds a Trail	Anderson, C.	3.5	"	3.48
Sailor Jack Goes North	Wassermann, P.	2.5	"	2.80
True Book of Space	Podendorf, I.	3.3	"	3.38
The Lost Uraniun Mine	Bamman, H. & Whitehead, R.	3.1	"	2.76

FROM: HERR WAGNER PUBLISHING CO.
609 Mission Street
San Francisco, California 94205

The Morgan Bay Mystery Series has eight books in the series at $2.60 each with a teacher's manual at $1.00.

The books in the series are the following:

Mystery of the Marble Angel	Rambeau, J.	2.5	12-15	$2.60
Mystery of the Midnight Visitor	"	3.0	"	"
Mystery of Morgan Castle	"	2.2	"	"
Mystery of the Musical Ghost	"	2.8	"	"
Mystery of the Marauder's Gold	"	2.6	"	"
Mystery of the Missing Marlin	"	3.5	"	"
Mystery of Monk's Island	"	3.2	"	"
Mystery Ranch	"	2.9	"	"

The Deep Sea Adventure Series has four books in the series at $2.20 each.

The books in the series are the following:

Frogmen in Action	3.1	11-16	$2.20
Danger Below	4.4	"	"
Whale Hunt	4.7	"	"
Rocket Divers	5.0	"	"

The Checkered Flag Series, books about cars and racing, has four books in the series at $2.40 each. The interest level is from grades six to eleven.

FROM: SCOTT, FORESMAN AND COMPANY
1900 East Lake Avenue
Glenview, Illinois. 60025

Blue Bay Mystery	Warner, G.	3.5	12-15
Mike's Mystery	"	2.9	"
The Lighthouse Mystery	"	2.8	"
Surprise Island	"	2.8	"

The Simplified Classics Series may also be obtained from this publisher. The reading level is at grades four and five and the interest level ranges from grades four to ten.

FROM: STECK-VAUGH
Box 2028
Austin, Texas 78767

Speedy Gets Around	Ashley, A.	3.0	12-15
Hard Smash to Third	Carol, B.	5.3	"
Mitzi	Smith, G.	3.5	"

FROM: D.C. HEATH AND COMPANY
100 Adelaide Street, W.
Toronto, Ontario

The Series Strange Teen Age Tales Books is available from this company. The reading level is grades five and six with interest level from grades five to eleven.

The Series Teen-Age Tales is also available from this company. This series would prove very interesting to most readers of ages twelve to sixteen. The reading levels are from grades four to six.

FROM: RANDOM HOUSE
457 Madison Avenue
New York, N.Y. 10022

The All-about Books Series here has reading levels four to six and interest level from grades five to eleven.

FROM: FRANK E. RICHARDS, PUBLISHER
215 Church Street
Phoenix, New York 13135

The series here is entitled Good Literature for the Slow Readers, and books such as the following are included:

Treasure Island
Twenty Thousand Leagues Under the Sea
Heidi
Little Women

These books cost approximately $3.95 each.

FROM: GARRARD PUBLISHING COMPANY
1607 North Market Street
Champaign, Illinois 61820

The series here is entitled The Pleasure Reading Books, and books such as the following are included:

Aesop's Stories
Gulliver's Stories
Robin Hood

These books cost approximately $2.39 each.

FROM: THE GLOBE BOOK COMPANY
175 Fifth Avenue
New York, N.Y. 10410

Stories for Teenagers Series, four books at $3.20 each.

FROM: HARPER AND ROW, PUBLISHER, INC.
49E 33rd. Street
New York, N.Y.

The Modern Adventure Stories Series. The reading levels here grades four to six with interest levels of grades four to eleven.